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ABSTRACT

The document is an intervention curriculum guide designed to facilitate the initial adjustment of disadvantaged Southeastern children to kindergarten or first grade. The major emphasis is on the teaching of language skills in combination with subject matter learning using a language-experience approach. This volume contains Lessons 1-16 of a program stressing listening, speaking, and reading readiness. Each lesson lists specific behavioral objectives, materials, time, procedures and suggestions for supplementary activities. Songs, resource books and stories are correlated with concepts studied in each unit. This lesson series centers around The Child (Unit One) and The Home and Family (Unit Two). Appendix A presents Pupil's Book, a sample of the companion workbook to be provided for each child. Appendix B lists materials needed for one class to implement this curriculum. A continuation of the curriculum (Lessons 17-32) is available as PS 005 021. The complete Pupil's Book is available as PS 004 670. Teacher's Handbook is available as PS 005 022. (WY)

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SEL/PROJECT LANGUAGE

VOLUME I

LESSONS 1-16

Level II — Kindergarten

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Kenneth W. Tidwell

Kenneth W. Tidwell, Executive Director
Southeastern Education Laboratory

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INTRODUCTION

SEL/PROJECT LANGUAGE

Extensive research studies indicate that the language systems utilized by disadvantaged children are a major deterrent to their school achievement. The performance of such pupils in all subject areas throughout their school career is hampered by their inability to effectively communicate in or relate to an instructional rhetoric. The great number of children in the Southeast Region who can be termed disadvantaged need a specialized program directed toward their specific problem areas. To be most effective, this educational approach should commence as the child enters the school. An early intervention in the language habits of the disadvantaged will facilitate the adjustment of the children to school and to the accomplishment of the learning tasks presented. SEL/Project Language is designed for five-year-old disadvantaged children. Volume I contains Lessons 1-16 and Volume II contains Lessons 17-32. A Pupil's Book and a Teacher's Handbook accompany the lesson volumes.

Objectives

SEL/Project Language, Level II, Kindergarten, is designed to alleviate the language deficiencies of disadvantaged children. The communication problems and the lack of varied experiences which usually occur in children reared in economically, educationally and socially deprived environments cause an absence of school readiness and learning accomplishments. The general objectives of the project are in reference to the areas of deficiency which are most frequently evidenced.

1. To increase the disadvantaged pupil's readiness for school-related learning activities
2. To increase both the variety and the intensity of the educational experiences of the disadvantaged child by developing:
    a. his understanding of a variety of content areas beginning with those subjects which are most familiar to him and progressing to those which are more remote
    b. his understanding of existing natural and man-made phenomena
    c. his knowledge of many different concrete objects
    d. his ability to perceive and to mentally organize known objects and locations in his environment by differentiating them according to:
        1) textures
        2) tastes
        3) smells
        4) sounds
        5) colors
        6) sizes
        7) positions
        8) directions
        9) speeds
        10) shapes
        11) numbers
    e. his understanding of the concrete applications of the learned materials
3. To stimulate each child's usage of speech patterns which reflect standard English by developing:

- a. his skill in articulation and pronunciation
- b. his ability to recognize the difference between standard and non-standard English

4. To augment the listening and the speaking abilities of the child by developing in him:
    - a. a lengthened attention span
    - b. the ability to comprehend what is heard
    - c. the capacity to follow directions
    - d. an interest in and a readiness for reading
    - e. an increased speaking vocabulary
    - f. a frequent usage of his known vocabulary
    - g. the ability to use standard English when appropriate including the proper oral usage of:
        1) verbs
        2) nouns
        3) pronouns and their plurals
        4) prepositions
        5) possessives
        6) sentence form
    - h. an interest in and a knowledge of the content matter that is used as the basis for all language learning and practice

5. To improve self concepts and to establish free self-expression by developing in the child:
    - a. a better understanding of himself
    - b. a more concrete self-identity
    - c. a feeling of self-worth gained through experiences of success
    - d. an inquisitiveness and the ability to ask pertinent questions
    - e. a point of view and the ability to express it coherently

   f. the acceptance and the emulation of various forms of creative behavior

   g. an imagination and the ability to express his imaginations in a variety of ways

   h. an improved motor coordination

6. To improve each child's intellectual achievement in the following areas:

   a. introduction to study habits and skills

   b. usage of inquiring skills

   c. interest in and concern for creativity

7. To initiate good social relationships by developing in the child:

   a. an understanding of the basic characteristics and relationships of all children

   b. an awareness of the rights and the privileges of other children

   c. the ability to maintain an effective communicative rapport with children and teachers

The objectives must be recognized and at least partially achieved before disadvantaged pupils can obtain anything near the educational excellence of which they are capable.

Description

SEL/Project Language is designed to meet some of the special needs of disadvantaged children in the Southeast area. Specifically, Level II provides school readiness instruction for preschoolers or for first-graders just beginning a school experience. The major emphasis is on the teaching of language skills in combination with subject-matter learning—a language experience approach. Children will listen, talk and read when they are challenged and captivated by subject matter in which they are interested. This approach presents listening, speaking and reading for a purpose, rather than for mere practice. It is hypothesized that learning will increase in the Language Arts skill areas as well as in the subject-matter fields when the total curriculum is correlated and is thus made meaningful to the child himself and to his known world. The children are exposed to concrete items, and as they become familiar, are moved to the more abstract. The pupils are encouraged to speak freely and then to practice varying their speech forms to more nearly correspond to a standard English.

Level II is a series of thirty-two lessons designed to be a year's program for SEL's mobile preschool units meeting individual groups of rural children once a week for a nine-month period. The same group of lessons can be utilized as daily readiness material for six weeks of a kindergarten year or for the first six weeks of a first-grade class. Skills in listening, speaking, reading readiness, number comprehension, art, music, creativity and physical activities are included as vital elements of the lessons, all of which focus on subject matter content. An emphasis is placed upon expanding the experiential horizons of disadvantaged pupils by exposing them to a variety of stimuli.

The units studied commence with the child himself, his name, his body, his friends, his school, his home and his family.

The studies then progress to the environment most familiar to each class of children, whether rural or urban. The lessons include a consideration of both environments so that the children learn first about their own world and then move to the less familiar one.

At the beginning of each unit of study, skills are sequentially listed in the areas of listening, speaking and reading readiness. A detailed subject matter outline, also in sequential order, accompanies the skill lists so that the teacher who desires freedom from the structured lesson format can design her own class presentations. At the end of each lesson plan, a supplement of additional activities, books and audio-visual aids is included. A Teacher's Handbook to further stimulate creative teaching is available.

The specific instructional objectives for SEL/Project Language, Level II, are designed to provide school readiness for disadvantaged children as related to the general objectives previously stated.

1. To initiate a realistic self-concept in the disadvantaged child by developing in him:
    a. a knowledge of his full name, age and address
    b. an understanding of general anatomy as related to the locations and the functions of the component body parts
    c. the identification of articles of clothing belonging to him
    d. an understanding of the composition of a school class

   e. a knowledge of his position within a family group which resides in a house in a city, in a town, in the country or on a farm

   f. a freedom of expression in creative situations

   g. the ability to ask pertinent questions

   h. more competent motor coordination

2. To establish a definite social awareness in the child by developing his:

   a. knowledge of the similarities of his body and clothing to those of his classmates

   b. understanding of his home as compared to those of his classmates

   c. ability to join class discussions

   d. observance of basic group and individual manners

   e. rapport with the teacher

3. To provide for each child varied experiences in a variety of areas by teaching:

   a. subject matter beginning with the child himself and progressing to all children, families, homes, farms, transportation, cities and community helpers

   b. language concepts based on the subject matter studied

   c. art, music, numerical concepts, reading readiness, health, safety and physical activities as related to the content areas

   d. a method of organizing objects according to:

      1) textures
      2) tastes
      3) smells
      4) sounds
      5) colors
      6) sizes
      7) positions
      8) directions
      9) speeds
      10) shapes
      11) numbers

   e. the relationship to the child of each subject studied

4. To develop in the child desirable classroom behaviors, such as:
   a. the ability to follow directions
   b. a longer attention span
   c. a comprehension of what is heard
5. To improve the child's language ability by teaching:
   a. additional speaking vocabulary
   b. more free and frequent usage of the known vocabulary
   c. standard English form including the proper usage of:
      1) verbs
      2) nouns
      3) pronouns and their plurals
      4) prepositions
      5) possessives
      6) sentence form

Implementation

One of the main objectives of SEL/Project Language is to develop in the child a more complete understanding of himself and of his immediate environment, progressing gradually to topics of a more distant relationship to the pupil. The lessons, in the order that they appear in Level II, are designed for rural children since the farm is studied before the city. Classes with a majority of urban pupils should reverse that sequence in order to study the city first. The following lesson sequence can be used to achieve the reversal:

Lessons 1-16,

Lessons 20-21,

Lessons 17-19,

Lessons 22-32.

Each lesson has discussion and study aspects alternated with more physically demanding activities. The discussion sessions are of particular importance in order to encourage the pupils to freely express their own ideas. At this same time, the lesson can be adapted to the individual needs of each class by exploring in depth the specific ideas propounded by the pupils. It is only after the group has considered all lesson-related topics which are of interest to the children, that any standard English practice is initiated. At no time are the pupils to feel that their own manner of speaking is unacceptable. The pattern sentences may be omitted completely for those groups composed of children already fluent in standard English. The practice sentences will be most successful when used as a learning reinforcement and as an opportunity for individual participation.

Long-range Plans

The complete SEL/Project Language as conceived by the Southeastern Education Laboratory will encompass materials designed for disadvantaged children, ages four to twelve. The previously described 32 lessons of Level II are only one segment of the entire projected program that will cover eight levels—nursery school through grade six. Level II will be completed by the development of additional lessons, to be combined with the original 32, forming an entire year's curriculum for kindergarten. The format of the publication will be similar to that used in the existing Volumes I and II, correlating language skill expectations with subject matter topics.

Level I of SEL/Project Language, planned for nursery school, will be organized as were the Volumes of Level II. The language skill expectations and the subject matter topics will be designed specifically for children who are four years old.

Level III—first grade—will begin with a six-weeks' readiness program to review the preschool experiences of some pupils and to provide readiness activities for those children without preschool training. The first 30 lessons developed will constitute a full-day's curriculum for the six-weeks' period. The list of language skills and the subject matter units will be more advanced than those included in Level II.

The remainder of Level III will be designed in a different fashion. A Teacher's Manual will include a list of skill expectations for the entire year in each of four areas: listening, speaking, reading and writing-composition.

The skills will be sequenced as the children are to learn them during the year. The specific sequences will be determined by teams of consultants in each of the language arts' areas. The integrated approach of SEL/Project Language combines the teaching of reading with the teaching of subject matter and the other communication areas, identifying and practicing the general skills common to all the activities as well as the special skills that are involved in each one individually.

A list of study units generally accepted and included in social studies, science, and mathematics texts on the first grade level will be arranged in an order beginning with the child and moving outward to less familiar topics. A review of extant texts in each area will provide the study units' sequence. The major portion of the Teacher's Manual will be devoted to a listing of the activities pertinent to the development of each language skill, utilizing the subject matter as a basis for the exercises. Model units will be developed and guidelines will be given to assist the teacher in formulating lessons by integrating the lists of language skills with the ordering of the subject matter content. Supplementary lists of additional activities, related books, readers, songs and art projects will be included.

Levels IV through VIII, grades two through six, will be developed in a format similar to the design for Level III, Teacher's Manual.

SEL/PROJECT LANGUAGE

Publications Now Available

SEL/Project Language, Level II, Kindergarten, Volume I (Lessons 1-16), $3.00

SEL/Project Language, Level II, Kindergarten, Pupil's Book, $2.00

For additional copies of these publications, please contact:

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Publications to be Available by June 30, 1971

SEL/Project Language, Level II, Kindergarten, Volume II (Lessons 17-32), $3.00

SEL/Project Language, Level II, Kindergarten, Teacher's Handbook, $1.00

Publications in Planning and Developmental Stage

SEL/Project Language, Level I, Nursery, Volume I, (Lessons 1-90)

SEL/Project Language, Level I, Nursery, Volume II, (Lessons 91-180)

SEL/Project Language, Level I, Pupil's Book

SEL/Project Language, Level I, Teacher's Handbook

SEL/Project Language, Level II, Kindergarten, (Lessons 33-180)

SEL/Project Language, Level III, Grade 1, (Lessons 1-30)

SEL/Project Language, Level III, Grade 1, Teacher's Handbook

SEL/Project Language, Level III, Grade 1, Teacher's Manual

SEL/Project Language, Level IV, Grade 2, Teacher's Manual

SEL/Project Language, Level V, Grade 3, Teacher's Manual

SEL/Project Language, Level VI, Grade 4, Teacher's Manual

SEL/Project Language, Level VII, Grade 5, Teacher's Manual

SEL/Project Language, Level VIII, Grade 6, Teacher's Manual

UNIT ONE

"The Child"

Lessons 1-11

SEQUENTIAL OUTLINE OF SUBJECT MATTER

I. Knowledge of self

  A. Determination of body entity and individuality

    1. Recognition of mirror reflection

    2. Representation of self appearance

      a. Identification of photographs
      b. Creation of pictures
      c. Completion of outline drawings

    3. Association of name with self, reflection and representations

    4. Identification of component body parts: head, face, forehead, eye, nose, cheek, mouth, chin, ear, neck, shoulder, arm, elbow, wrist, hand, finger, fingernail, waist, hip, leg, knee, ankle, foot, toe, toenail

    5. Classification of individual as boy or as girl

      a. Discrimination between likeness and difference
      b. Recognition of representations

    6. Association of body with numeral one

  B. Recognition of specialized abilities of specific body parts

    1. Consideration of hands

      a. Identification as left and as right
      b. Association of two hands with numeral two
      c. Enumeration of fingers
      d. Recognition of sense of touch
        (1) Identification of textures: hard, soft, rough, smooth, hot, cold, wet, dry
        (2) Discrimination between likeness and difference
        (3) Naming of comparisons
      e. Association of hand with finger, wrist and arm

2. Consideration of eyes
    a. Identification as left and as right
    b. Association of two eyes with numeral two
    c. Discrimination between open and closed positions
    d. Recognition of sense of sight
        (1) Identification of objects and pictures
        (2) Knowledge of colors
            (a) Association of colors with sunshine
            (b) Discrimination between likeness and difference

3. Consideration of ears
    a. Identification as left and as right
    b. Association of two ears with numeral two
    c. Recognition of sense of hearing
        (1) Naming of sounds everywhere
        (2) Description of sounds: loud, soft, high, low, noisy, quiet, happy, sad, cold, warm, etc.
        (3) Discrimination between likeness and difference
        (4) Determination of measurable qualities: loud, soft, high, low, fast, slow
        (5) Repetition of sounds and rhythms

4. Consideration of mouth
    a. Association of mouth with numeral one
    b. Identification of integral parts: lips, teeth, tongue
    c. Association of mouth with ability to talk, sing and eat
    d. Recognition of sense of taste
        (1) Identification of tastes: sweet, sour, salty, bitter
        (2) Discrimination between likeness and difference
        (3) Knowledge of combinations

5. Consideration of nose
    a. Association of nose with numeral one
    b. Recognition of sense of smell
        (1) Association of smell with tasting
        (2) Discrimination between likeness and difference

6. Consideration of cooperation among five senses
    a. Recognition of sensory input for object description and identification
    b. Determination of specific role of each sense

7. Consideration of feet
    a. Identification as left and as right
    b. Association of two feet with numeral two
    c. Enumeration of toes
    d. Recognition of variety of actions: walking, running, jumping, hopping, skipping
    e. Identification of footprints
    f. Association of foot with toe, ankle and leg

II. Comparison of self to classmates

A. Recognition of body structure similarities

B. Association of names with specific children

C. Discrimination of height comparisons among individuals: short, shorter, shortest, tall, taller, tallest

D. Classification of boys and girls

1. Enumeration of entire class, group of boys or group of girls

2. Recognition of all classmates as friends

LISTENING SKILLS

1. Answer questions correctly.

2. Discuss books and poems that have been read to the class.

3. Describe records after hearing them.

4. Follow directions.

   Examples:

   a. Point to the body parts when instructed, "Touch your head (eye, eyes, nose, mouth, ear, ears, neck, arm, arms, hand, hands, finger, fingers, leg, legs, foot, feet, toe, toes)."

   b. Select the object when instructed, "Show me something that feels soft (hard, smooth, rough, hot, cold, wet, dry)."

   c. Make the sound when instructed, "Make a loud (soft, high, low) sound."

   d. Perform the action when instructed, "Walk," "Run," "Jump," and "Hop."

   e. Complete Pupil's Book pages as instructed.

   f. Play games as directed.

5. Participate in class discussions.

6. Develop auditory discrimination.

   Examples:

   a. Identify classmates by their voices.

   b. Describe sounds heard.

   c. Identify sounds as loud, soft, high or low.

   d. Distinguish between sounds that are alike and sounds that are different.

   e. Identify the action of a classmate after listening with eyes closed.

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LANGUAGE SKILLS

1. Command the expanded vocabulary gained by a study of the child's self and his friends.

2. Answer questions by using complete sentences.

   Examples:

   a. State, "My name is __________," in response to the question, "What is your name?"

   b. State, "This (These) is (are) my (body part)," in response to the question, "What is (are) this (these)?"

      1. head
      2. eye - eyes
      3. nose
      4. mouth
      5. ear - ears
      6. neck
      7. arm - arms
      8. hand - hands
      9. finger - fingers
      10. leg - legs
      11. foot - feet
      12. face
      13. forehead
      14. cheek - cheeks
      15. chin
      16. shoulder - shoulders
      17. elbow - elbows
      18. wrist - wrists
      19. fingernail - fingernails
      20. waist
      21. hip - hips
      22. knee - knees
      23. ankle - ankles
      24. toe - toes
      25. toenail - toenails

   c. State, "His (Her) name is __________," when asked to name a classmate.

   d. State, "This is the numeral (one, two)," in response to the question, "Which numeral is this?"

3. Express pertinent ideas in class discussions.

   Examples:

   a. Describe objects seen on a walk by saying, "I saw ____________."

   b. Describe sounds heard by saying, "I hear ____________."

   c. Describe favorite foods by saying, "I like (food)."

   d. State two of the following five body parts: hands, eyes, ears, nose and mouth; when asked, "You have an onion. Which parts of your body can you use to know for sure that it is an onion?"

4. Describe personal artwork.

5. Use appropriate singular and plural forms of nouns, pronouns and verbs.

   Examples:

   a. State, "This (These) is (are) my (body part)," in response to the question, "What is (are) this (these)?" (body parts listed under item 2b)

   b. State, "These feel (sound, smell) alike," in response to the question, "Which feel (sound, smell) alike?"

   c. State, "This feels (sounds, smells) different," in response to the question, "Which feels (sounds, smells) different?"

   d. State, "She (He, They, We) is (are) walking (running, jumping, hopping)," in response to the question, "What is (are) she (he, they, you) doing?"

6. Correlate personal pronouns with objects and present-tense verb forms.

   Examples:

   a. State, "I am a boy (girl)," in response to the question, "Are you a boy or a girl?"

   b. State, "He is a boy," in response to the question, "Is he a boy or a girl?"

   c. State, "She is a girl," in response to the question, "Is she a boy or a girl?"

   d. State, "His (Her) name is _________," when asked to name a classmate.

   e. State, "I am walking (running, jumping, hopping)," in response to the question, "What are you doing?"

   f. State, "She (He, They, We) is (are) walking (running, jumping, hopping)," in response to the question, "What is (are) she (he, they, you) doing?"

7. Use specific descriptive words.

Examples:

a. State, "This feels soft (hard, rough, smooth, wet, dry, hot, cold)," in response to the question, "How does this feel?"

b. State, "My eyes are open (closed)," in response to the question, "Are your eyes open or closed?"

c. State, "It sounds soft (loud)," in response to the question, "Does it sound soft or loud?"

d. State, "It is a high (low) sound," in response to the question, "Is it a high sound or a low sound?"

e. State, "It tastes bitter (sour, salty, sweet)," in response to the question, "How does it taste?"

8. Use comparative adjectives.

Examples:

a. State, "This feels softer (harder)," in response to the question, "Which feels softer (harder)?"

b. State, "(Child's name) is taller (shorter) than (child's name)," in response to the question, "One child is taller (shorter) than the other child. Who is taller (shorter)?"

c. State, "(Child's name) is the tallest (shortest)," in response to the question, "Who is the tallest (shortest)?"

9. Adjust present tense verbs to describe past actions.

Examples:

a. State, "I was walking (running, jumping, hopping)," in response to the question, "What were you doing?"

b. State, "He (She, They, We) was (were) walking (running, jumping, hopping)," in response to the question, "What was (were) he (she, they, you) doing?"

10. Use words denoting position and location.

Examples:

a. State, "This is the numeral (one, two)," in response to the question, "Which numeral is this?" (each child holds a numeral)

b. State, "That is the numeral (one, two)," in response to the question, "Which numeral is this?" (the numeral is held at the front of the class)

c. State, "Here is my right (left) hand (foot)," in response to the question, "Where is your right (left) hand (foot)?"

d. State, "This is the left (right) side of the page," in response to the question, "Which is the left (right) side of the page?"

Unit One - The Child

READING READINESS SKILLS

1. Distinguish positions and locations.

   Examples:

   a. Recognize the right hand and the left hand.

   b. Discriminate between the right foot and the left foot.

   c. Recognize the left side and the right side of a page.

2. Determine likenesses and differences.

   Examples:

   a. Select objects that feel alike as compared to those that feel different.

   b. Identify colors that are alike as compared to those that are different.

   c. Recognize sounds that are alike as compared to those that are different.

   d. Distinguish smells that are alike as compared to those that are different.

3. Recognize comparisons.

   Examples:

   a. Select the softer (harder) object from a group of two objects.

   b. Select the softest (hardest) object from a group of three objects.

   c. Distinguish the taller (shorter) child in a group of two children.

   d. Determine the tallest (shortest) child in a group of three children.

4. Develop visual discrimination.

   Examples:

   a. Describe sights seen while taking a walk.

b. Match photographs of objects to the real objects.

c. Match colors that are alike.

d. Recognize the taller (shorter, tallest, shortest) child in a group of children.

PROJECT LANGUAGE

LEVEL II

Lesson 1

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When asked, "What is your name?" each child says his full name by using the sentence, "My name is ________."

2. When instructed, "Touch your head (eye, nose, mouth, ear, neck, arm, hand, finger, leg, foot, toe)," each child points to the specified part of his body.

3. When the following body parts of the child are touched by the teacher who asks, "What is this?" each child names: "Head," "Eye," "Nose," "Mouth," "Ear," "Neck," "Arm," "Hand," "Finger," "Leg," "Foot," "Toe."

MATERIALS:

Large mirror
Small mirrors (one for each child)
9" X 12" Newsprint (one sheet for each child)
Crayons
Who's That in the Mirror? by Polly Berends, New York: Random House Early Bird Book, 1968.

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher introduces the large mirror to the children, demonstrating and discussing the reflection of her entire person. Pointing both to herself and to her mirror image, the teacher says:

(Teacher) "My name is (full name). I am (full name)."

The pupils are led to compare the teacher's actual features such as her hair, eyes, mouth, arms, legs, clothing, etc. to the mirror's reflection of those parts. The teacher asks the group:

(Teacher) "What is my name?"

The pupils repeat the teacher's name and use it as an example while discussing every person's possession of a first and a last name with distinct representations.

Each child in turn is instructed to come to the front of the group to look into the mirror. The teacher says to the pupil:

(Teacher) "Your name is (full name). You are (full name)."

and then asks him:

(Teacher) "What is your name?"

The child answers:

(Pupil) "My name is (full name)."

The teacher discusses with the pupil the difference between his first and last names. After emphasizing the various parts of his body reflected in the mirror, the teacher asks again:

(Teacher) "What is your name?"

The child answers:

(Pupil) "My name is (full name)."

The group is asked:

(Teacher) "What is his (her) name?"

The pupils say together the child's name. The particular unique identity and characteristics of the child are emphasized in a brief class discussion. After all of the children have had a turn to look into the large mirror, each child takes a small mirror to his place for use in making random observations. The teacher leads the pupils to discuss what they are seeing in the small mirrors. The individual appearances of each of the children are compared and contrasted as the similarities and differences are determined. A brief discussion of the two names of each child—first and last—is repeated. The use of titles such as Mr., Miss, etc. is also considered as the teacher's name is compared to the names of the pupils.

Activity 2

Each child is given crayons and a sheet of newsprint to make a picture of himself. The teacher reviews with the children their images which they saw in the large mirror and encourages them to draw what they see as they look into their small mirrors. The pupils are instructed to move the small mirrors so that they can see their various body parts while they are drawing. When the pictures are completed, the teacher discusses each child's work with him as he freely describes his picture. The teacher asks:

(Teacher) "What is your name?"

and prints the pupil's name on his paper when he responds:

(Pupil) "My name is (full name)."

The pictures are collected to be used later in the lesson. The small mirrors are stored for use in subsequent lessons.

Activity 3

After reading to the group the book Who's That in the Mirror? the teacher leads the children in a discussion of the story. The pupils are encouraged to consider their bodies which are the real "I"-"Me." Each child has a body with many named parts. The teacher introduces the names by touching the following parts of her own body: head, eye, nose, mouth, ear, neck, arm, hand, finger, leg, foot and toe. (The teacher removes her shoe to demonstrate her foot and toe.) While touching in turn the body parts listed previously, the teacher says:

(Teacher) "This is my _______."

Only the singular forms of the various items are studied at this time. The general appearance and function of each body part is discussed.

The teacher instructs the children to imitate her in touching the specified parts of their own bodies while she repeats:

(Teacher) "This is my head (eye, nose, mouth, ear, neck, arm, hand, finger, leg, foot, toe)."

Some of the children will enjoy removing their shoes and socks to better identify their feet and toes.

The children learn to play "Simon Says" as the teacher uses the commands given in this game to emphasize the body parts just studied. When the children have become familiar with the game, they are instructed:

(Teacher) "Touch your head (eye, nose, mouth, ear, neck, arm, hand, finger, leg, foot, toe)."

The directions are repeated as the teacher changes the order of the parts to which the children point. The teacher then touches those same areas of her own body and asks:

(Teacher) "What is this?"

The children name the parts.

The teacher asks each child in turn to come to the front of the class. The pupil is instructed to describe to the group the picture that he made earlier in the lesson and to include the identification of his various body parts. The teacher asks the child:

(Teacher) "What is your name?"

He responds:

(Pupil) "My name is (full name)."

Together the group repeats the child's name as the teacher asks:

(Teacher) "What is his (her) name?"

The teacher may wish to file all of the children's pictures to be compared later with other similar drawings for evaluation purposes.

NOTE:

If the children already know the body parts studied in this lesson, you may wish to utilize the following additional words:

1. Face
2. Forehead
3. Cheek
4. Chin
5. Shoulder
6. Elbow
7. Wrist
8. Waist
9. Hip
10. Knee
11. Ankle

The words should also be included in the lesson discussions with those groups of children who are not sufficiently advanced to be tested on them.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The teacher makes a full-length photograph of each child. The pupils compare their mirror images and their drawings to their photographic appearances. Body parts and clothing items are considered as each child discusses his own picture. The snapshots are displayed in the classroom for use in later lessons.

2. An anatomical model of the human body with removable head, ears, arms, legs, etc. or a similar set of transparencies for an overhead projector is used to emphasize the study of body parts.

3. The pupils use modeling clay to make sculptures of their own bodies. These are placed flat on sheets of newsprint if they are not sturdy enough to stand. Each child has a turn to describe his work to the class.

4. The teacher sings the song "The Little White Daisies," repeating it several times while the children learn the words. Each pupil is given a turn to sing in front of the group. The song appears on the next page.

5. One or several of the following books, records and filmstrips are used in correlation with the concepts studied in the lesson.

   AMA's Miracle of Life and Sex Education Series, Chicago, Illinois: American Medical Association.

   Me by Beth Clure, Glendale, California: Bowmar. ("Manipulative Books" Series)

   Straight Hair, Curly Hair by Augusta Goldin, New York: Thomas Y. Crowell Company, 1966. (Book and filmstrip)

   Your Skin and Mine by Paul Showers, New York: Thomas Y. Crowell Company, 1965. (Book and filmstrip)

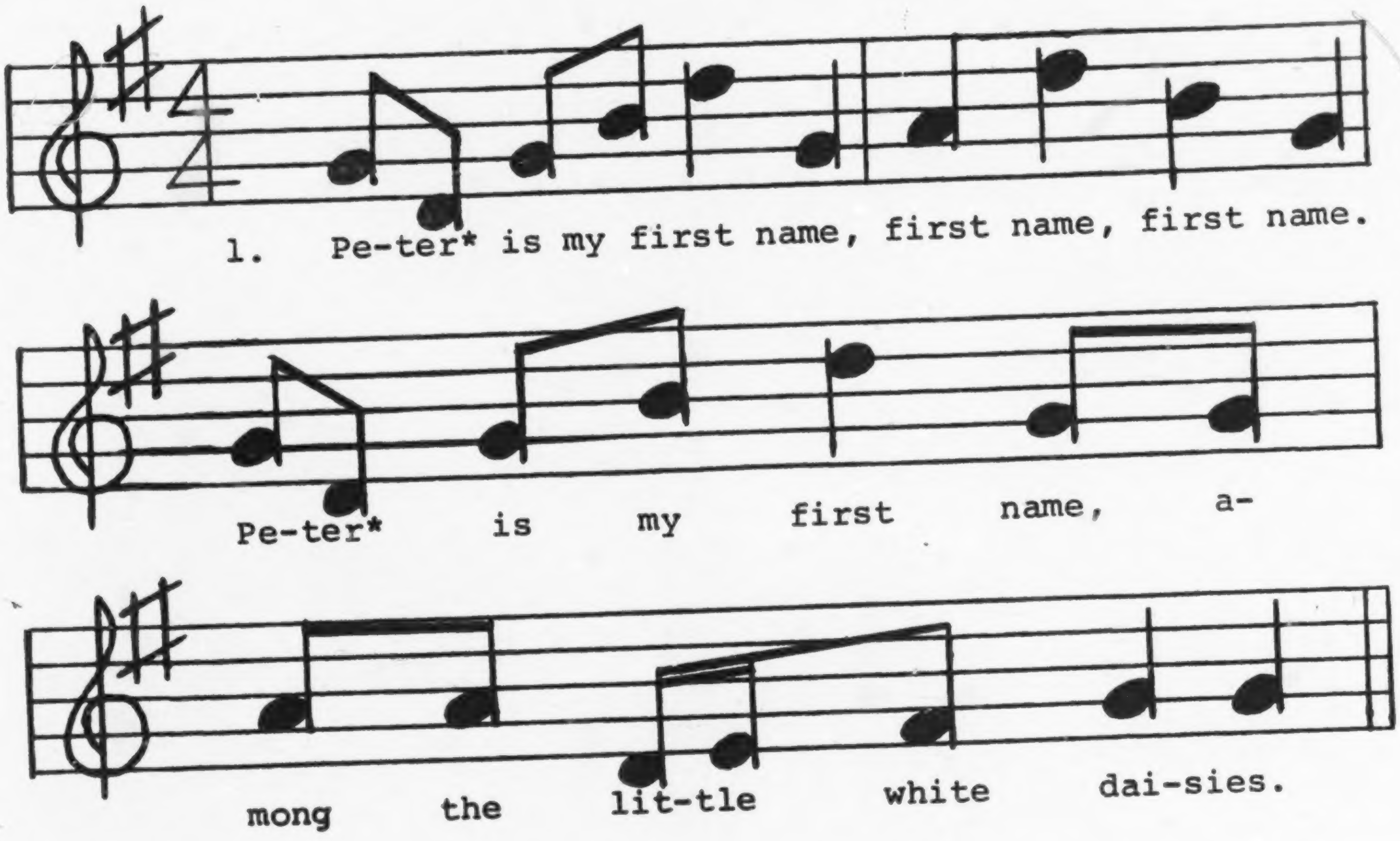
   "Myself," Glendale, California: Bowmar. (Picture Story Set from "Early Childhood" Series)

   "Basic Concepts through Dance," New York: Educational Record Sales. (Record)

   "Learning Basic Skills to Music," New York: Educational Record Sales. (Record)

"The Little White Daisies"

Alabama Folk Song


1. Pe-ter* is my first name, first name, first name.
Pe-ter* is my first name, a-
mong the lit-tle white dai-sies.

2. John-son* is my last name,
Etc.

*Each child substitutes his real name.

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Me

Lip

Hair

Face

Skin

Back

Stomach

Bone

Tooth

Photograph

PROJECT LANGUAGE

LEVEL II

Lesson 2

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When instructed, "Touch your eyes (ears, arms, hands, fingers, legs, feet, toes)," each child points to the specified parts of his body.
2. When the following body parts of the child are touched by the teacher who asks, "What are these?" each child names: "Eyes," "Ears," "Arms," "Hands," "Fingers," "Legs," "Feet," "Toes."
3. When the child's hand is touched by the teacher who asks, "What is this?" each child answers, "This is my hand."
4. When the child's hands are touched by the teacher who asks, "What are these?" each child answers, "These are my hands."

MATERIALS:

Who's That in the Mirror? (used previously)
Small mirrors (used previously)
Flannel board
Instructo flannel-board set, "My Face and Body"
Crayons (used previously)
Brown wrapping paper (four feet for each child)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

After rereading the book *Who's That in the Mirror?* and discussing it with the group, the teacher asks each child:

(Teacher) "What is your name?"

The pupil answers:

(Pupil) "My name is (full name)."

The teacher sings "Put Your Finger on Your Head", repeating it several times while the children learn the words and the motions of the song. This song appears on the following page.

Each child is given a crayon and page 1 or page 2 of the Pupil's Book. (The children are given pictures representing their own races so that the matching which occurs between their body parts and the photographs will be accurate.) The teacher leads the pupils to identify the body parts visible in the photographs. The children are instructed:

> (Teacher) "Touch your foot. Make a mark with your crayon under the picture that looks like your foot."

The directions are repeated for the remaining items: head and hand. The pupils are given the small mirrors to assist them in identifying the pictures of their heads.

The teacher touches in turn her own eyes, ears, arms, hands, fingers, legs, feet and toes; identifying them by saying:

> (Teacher) "These are my _______."

After the group has reviewed the singular body parts studied in Lesson 1, the teacher leads a discussion of the paired body parts, the fingers and the toes. The children are encouraged to remove their shoes and socks as they discuss their feet and toes. (Timid pupils may prefer to observe the feet of their friends.) The teacher instructs the children:

> (Teacher) "Touch your eyes (ears, arms, hands, fingers, legs, feet, toes)."

The exercise is repeated as the teacher varies the order of the parts named. While the pupils are touching the different body parts, the teacher points to those same areas of her own body and asks:

> (Teacher) "What are these?"

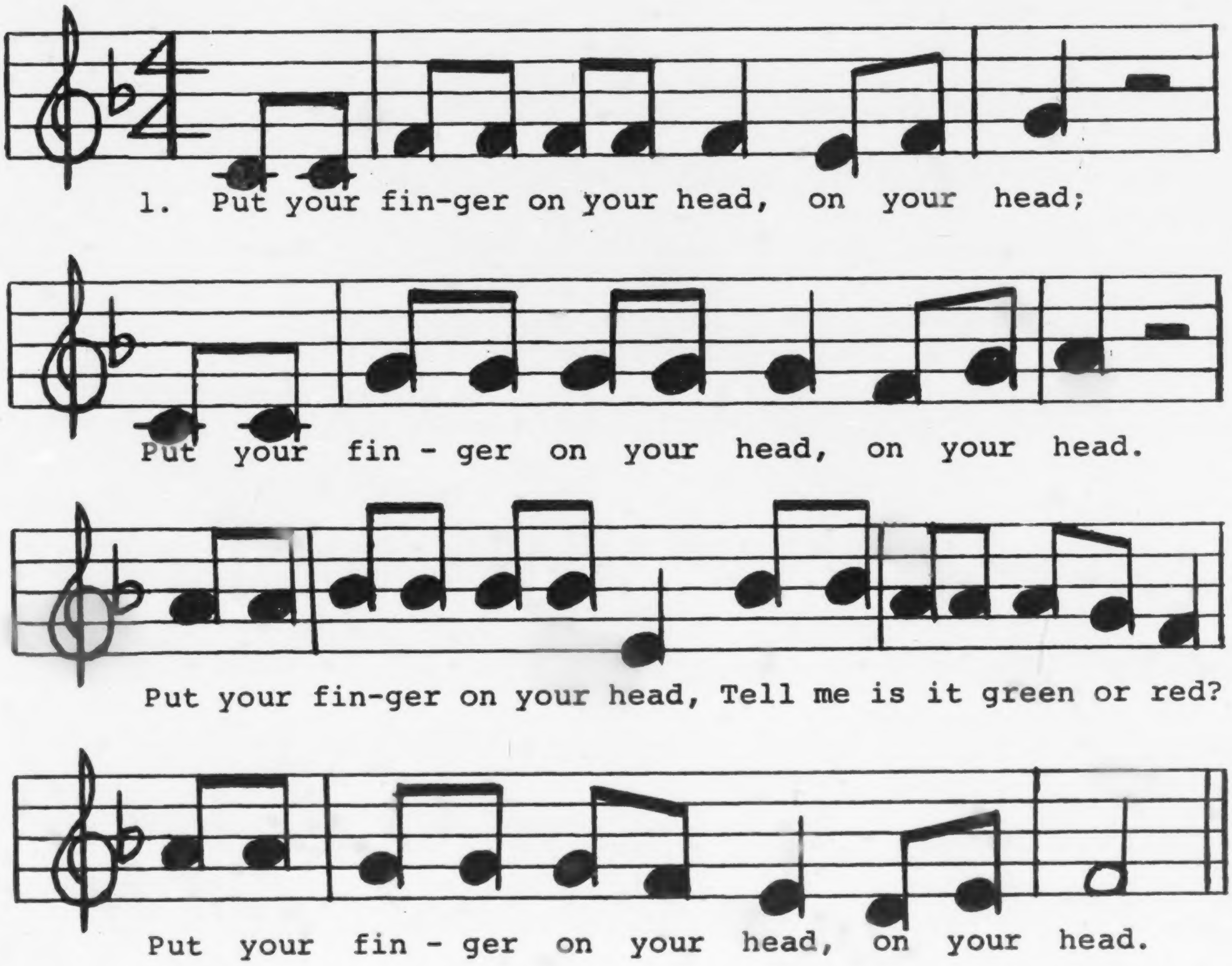
The children name the parts.

The teacher places the flannel-board body parts on the flannel board to form an entire figure. Removing in turn the eyes, ears, arms, hands, fingers, legs, feet and toes; the teacher identifies them by naming the plural form and by discussing the functions of the parts. Each child is given a turn to replace the parts on the flannel board and to identify them as "eyes," "ears," "arms," "hands," "fingers," "legs," "feet," and "toes."

The children are led to play "Simon Says" as the teacher reviews the various body parts, both singular and plural.

"Put Your Finger on Your Head"

Words Adapted
Woody Guthrie


1. Put your fin-ger on your head, on your head;
Put your fin - ger on your head, on your head.
Put your fin-ger on your head, Tell me is it green or red?
Put your fin - ger on your head, on your head.

2. Put your finger on your nose, etc.
And feel how the cold wind blows,
Etc.

3. Put your finger on your finger, etc.
And your finger on your finger,
Etc.

4. Put your finger on your toe, etc.
Is it really down so low?
Etc.

Activity 2

Each child in turn is asked to lie on the floor on a large sheet of brown wrapping paper while the teacher traces the outline of his body. Attention is given to each of the previously studied body parts as they are outlined. The teacher prints the pupil's name on the paper. The child is instructed to draw and to color his face and clothing on his figure. He is encouraged to picture himself realistically by showing the color of his hair, eyes, clothing that day, etc. The pictures are displayed around the room so that the children become familiar with those done by their classmates.

Activity 3

As the teacher touches in turn her head, eye, nose, mouth, ear, neck, arm, hand, finger, leg, foot and toe; the children are instructed to follow her motions and to repeat the identifying sentence:

(Teacher, repeated by pupils) "This is my _______."

The exercise is continued as the teacher varies the order of the body parts and asks:

(Teacher) "What is this?"

The children follow her actions, answering:

(Pupils) "This is my _________."

As an individual child seems to be capable, he is instructed to lead the group by touching a part of his body and asking:

(Pupil) "What is this?"

The other pupils respond by touching that same part of their own bodies, saying:

(Pupils) "This is my head (eye, nose, mouth, ear, neck, arm, hand, finger, leg, foot, toe)."

The teacher touches in turn her eyes, ears, arms, hands, fingers, legs, feet and toes while identifying them by saying:

(Teacher) "These are my ___________."

The children are instructed to follow her motions and to repeat the identifying sentence:

(Pupils) "These are my ________."

The exercise is continued as the teacher varies the order of the body parts, asking:

(Teacher) "What are these?"

The children follow her motions and answer:

(Pupils) "These are my _______."

Again, as individual pupils are ready, they are given turns to lead the group in the place of the teacher.

Each child is asked to come to the front of the group to describe his paper figure. The teacher encourages him to identify each of his body parts pictured on the paper by saying:

(Pupil) "This (These) is (are) my ________."

NOTE:

If the advanced list of body parts was used in Lesson 1, you may wish to teach some of those words in the plural.

1. Cheeks
2. Shoulders
3. Elbows
4. Wrists
5. Hips
6. Knees
7. Ankles

The words should also be included in the lesson discussions with those groups of children who are not sufficiently advanced to be tested on them.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. Each child is given a pair of scissors and a magazine. The teacher leads the pupils to create original children's figures by cutting out body parts from several different pictures. The items are pasted together on a sheet of newsprint to form an entire body—that of a girl or that of a boy. The children take turns describing their work to the group.

2. The pupils' names are printed in large letters on pieces of heavy paper. The teacher holds up each name in turn, calls the name and asks that child to come to the front of the group to receive his card. The activity is repeated several times on different days so that each child learns to recognize his name without the teacher's assistance.

3. Each child is given a sheet of newsprint and several straws. On the paper, the teacher drips colored paint of the pupil's choice. The child blows at the paint through the straw, creating spidery designs. The children are given turns to describe their work to the group.

4. During the study of the children's names, the following poem is read and is discussed with the class.

   Diana Fitzpatrick Mauleverer James
   Was lucky to have the most beautiful names.
   How awful for Fathers and Mothers to call
   Their children Jemima!——or nothing at all!
   But hers were much wiser and kinder and cleverer,
   They called her Diana Fitzpatrick Mauleverer James.

   A. A. Milne

5. One or several of the following books and records are used in correlation with the concepts studied in the lesson.

   AMA's Miracle of Life and Sex Education Series, Chicago, Illinois: American Medical Association.

   Do You Know What...? Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

   Freckle Face by Neil Anderson, New York: Thomas Y. Crowell Company, 1957.

   Just Only John by Jack Kent, New York: Parents' Magazine Press, 1969.

   "Who Am I?" New York: Educational Record Sales. (Record from "Musical Experiences for Basic Learning Readiness" Series)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussion.

Lips

Bones

Teeth

Freckle - Freckles

PROJECT LANGUAGE

LEVEL II

Lesson 3

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When asked, "Are you a boy or a girl?" each child answers, "I am a boy (girl)."
2. When shown a boy classmate and asked, "Is he a boy or a girl?" each child answers, "He is a boy."
3. When shown a girl classmate and asked, "Is she a boy or a girl?" each child answers, "She is a girl."
4. When shown a photograph of a boy and a photograph of a girl and instructed, "Point to the picture of a boy," each child performs the action.
5. When asked to name a classmate, each child names one classmate by saying, "His (Her) name is __________."
6. When given a numeral one and asked, "Which numeral is this?" each child answers, "This is the numeral one."

MATERIALS:

Four large photographs of boys and girls (two boys, two girls)
Large mirror (used previously)
Crayons (used previously)
Flannel-board set of numerals
Flannel board (used previously)
Set of cardboard or sandpaper numeral ones (one numeral for each child)
Will I Have a Friend? by M. Cohen, New York: Macmillan Company, 1967.
9" X 12" Newsprint (one sheet for each child)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher directs the attention of the pupils to their paper figures displayed in the classroom. A comparison of the body parts and the appearances of various children is emphasized in a discussion. The observable differences among the children include their clothing, hair, eye color, size and sex. All of the children are different, yet alike. They all are either boys or girls who have names and bodies. The teacher points in turn to each boy and says:

(Teacher) "You are a boy."

All the boys are instructed to stand and are asked by the teacher:

(Teacher) "Are you a boy or a girl?"

They answer together:

(Boys) "I am a boy."

The teacher leads the group to count the boys in the class. The large photographs of boys are displayed and each is identified by the teacher, saying:

(Teacher) "He is a boy."

The boys in the pictures and the boys in the class are compared in a brief discussion.

Pointing in turn to each girl, the teacher says:

(Teacher) "You are a girl."

All the girls are instructed to stand and are asked by the teacher:

(Teacher) "Are you a boy or a girl?"

They answer together:

(Girls) "I am a girl."

The group is led to count the girls in the class. The teacher displays the large photographs of girls and identifies each by saying:

(Teacher) "She is a girl."

The girls in the photographs and the girls in the class are compared in a brief discussion. The four large pictures of boys and girls are then placed together at the front of the room.

Each child is given a turn to look into the large mirror as the teacher reviews with him his appearance. The pupil is given a crayon and page 3 of the Pupil's Book to take to his place. When all the children have looked at their images in the mirror, they are instructed to point to the pictures on their papers which look most like them. The teacher leads the children in a discussion of the reasons why they selected the particular pictures to which they are pointing. Each pupil is instructed to mark with his crayon under the one picture he thinks best represents him. The teacher discusses each child's work with him individually while encouraging him to speak freely.

The children are asked to join hands to form a circle around one girl. The teacher leads the pupils in skipping around the center child while singing "Have You Ever Seen A Lassie?" As the second stanza is sung, the girl in the center performs an action which the children in the circle imitate. The girl then chooses a boy to replace her in the center, and the actions are repeated while the pupils sing "Have You Ever Seen A Laddie?" The teacher explains to the pupils that "Lassie" and "Laddie" are different words which mean "girl" and "boy."

"Have You Ever Seen A Lassie?"

Traditional

Have you ever seen a lassie (laddie),
A lassie (laddie), a lassie (laddie)?
Have you ever seen a lassie (laddie)
Go this way and that?

Go this way and that way,
Go this way and that way,
Have you ever seen a lassie (laddie)
Go this way and that?

The game is continued until each child has had a turn to be in the center and to initiate a different action for the group to imitate.

Activity 2

Each child in turn is instructed to go to his paper figure and is asked:

(Teacher) "What is your name?"

The pupil responds:

(Pupil) "My name is (full name)."

The teacher asks:

(Teacher) "Are you a boy or a girl?"

and the child answers:

(Pupil) "I am a boy (girl)."

The group is asked:

(Teacher) "What is his (her) name?"

The children respond together:

(Pupils) "His (Her) name is _______."

The teacher then asks:

(Teacher) "Is he (she) a boy or a girl?"

and the group answers:

(Pupils) "He (She) is a boy (girl)."

Each child is again given page 3 of the Pupil's Book. The four large pictures of boys and girls remain on display at the front of the room. One girl is instructed to stand in front of the group while the teacher leads the pupils to determine both the large display picture and the small picture on the page which look most like that girl. A boy is then asked to stand at the front of the class so that the children may identify the large and the small pictures which look most like him. The class discusses the four pictures which were selected: two girls and two boys. The teacher may wish to repeat the exercise having a different boy and girl stand so that the first two children will have an opportunity to match the pictures with the children.

The teacher leads the pupils in a discussion of how boys and girls may look very different from each other but they all have names, faces, bodies and clothes; can be friends and do many things together. Each child with all of these characteristics is one person. The numeral one is placed on the flannel board and the teacher identifies it, saying:

(Teacher) "This is the numeral one."

After the pupils repeat that identification, each child is given a numeral one to represent his own unique identity. As the teacher gives each child the numeral, she says:

(Teacher) "This is the numeral one."

The child is asked:

(Teacher) "Which numeral is this?"

and is led to answer:

(Pupil) "This is the numeral one."

The children are encouraged to move their fingers around the numerals from top to bottom.

The teacher discusses with the pupils the number of various items in the classroom that the numeral one could represent. It could not be used if each child were with a friend for they would then be "two." Pointing again to the numeral, the teacher asks:

(Teacher) "Which numeral is this?"

The children hold up their numerals and practice answering:

(Pupils) "This is the numeral one."

The book Will I Have a Friend? is read and is discussed with the group.

Activity 3

Each child is asked to choose a "friend" for the remainder of the day. The teacher encourages the friends to learn each other's names. The pupils are given crayons and newsprint and may sit together while each draws a picture of his friend. The children talk quietly together as they work. When each child has finished his picture, the teacher prints the numeral one on his paper to represent his friend's identity. Discussing the pupil's work with him individually, the teacher asks him:

(Teacher) "What is his (her) name?"

The child answers:

(Pupil) "His (Her) name is _______."

In response to the teacher's question,

(Teacher) "Is he (she) a boy or a girl?"

the pupil answers:

(Pupil) "He (She) is a boy (girl)."

Pointing to the numeral one, the teacher asks:

(Teacher) "Which numeral is this?"

The child responds:

(Pupil) "This is the numeral one."

NOTE:

If the majority of the pupils know the information presented in this lesson, you may wish to concentrate on the discussion aspects of the materials rather than upon the pattern sentences. The children will also enjoy learning the names of several friends rather than the name of just one.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The class is divided into two groups—the boys and the girls. Each group is given crayons and a 12" X 18" sheet of cardboard to use in making a large figure of a boy or of a girl. The boys work together drawing a boy's body while the girls make a picture of a girl's body. The teacher cuts out the completed figures and gives each group a turn to describe their work to their classmates. The pictures are named and are displayed in the classroom to be used in a later lesson concerning appropriate clothing for various kinds of weather.

2. The pupils' photographs that were made in Lesson 1 are grouped together. The children take turns classifying the pictures into two sets—snapshots of girls and snapshots of boys. The class counts the photographs in each set and compares the numbers.

3. The words "boy" and "girl" are printed on the chalkboard. The class discusses the appearances of the two words and practices recognizing them. The teacher displays in turn the name cards introduced in Lesson 2, assisting each child to recognize his own name. As the pupils take their cards from the teacher, they are directed to stand in the group of boys or in the group of girls. When all of the children are standing, the names of the boys are compared to the names of the girls. Each child then has a turn to tape his name card to the chalkboard under the appropriate word: "boy" or "girl."

4. After the children have traced their fingers around the cardboard or sandpaper numerals as directed in Activity 2, the teacher demonstrates making a numeral one on the chalkboard while saying the following rhyme:

   A straight line one—
   Is fun!

   The pupils in turn repeat the rhyme and practice making the numeral on the chalkboard as the teacher assists them. When all of the children have finished, they are given crayons and sheets of newsprint and are instructed to practice making the numeral one on one side of their papers. The teacher works with each child individually, discussing the meaning of the numeral. The pupils are instructed to turn over their papers to make a numeral one and a picture of one object of their choice. The teacher discusses each child's work with him individually.

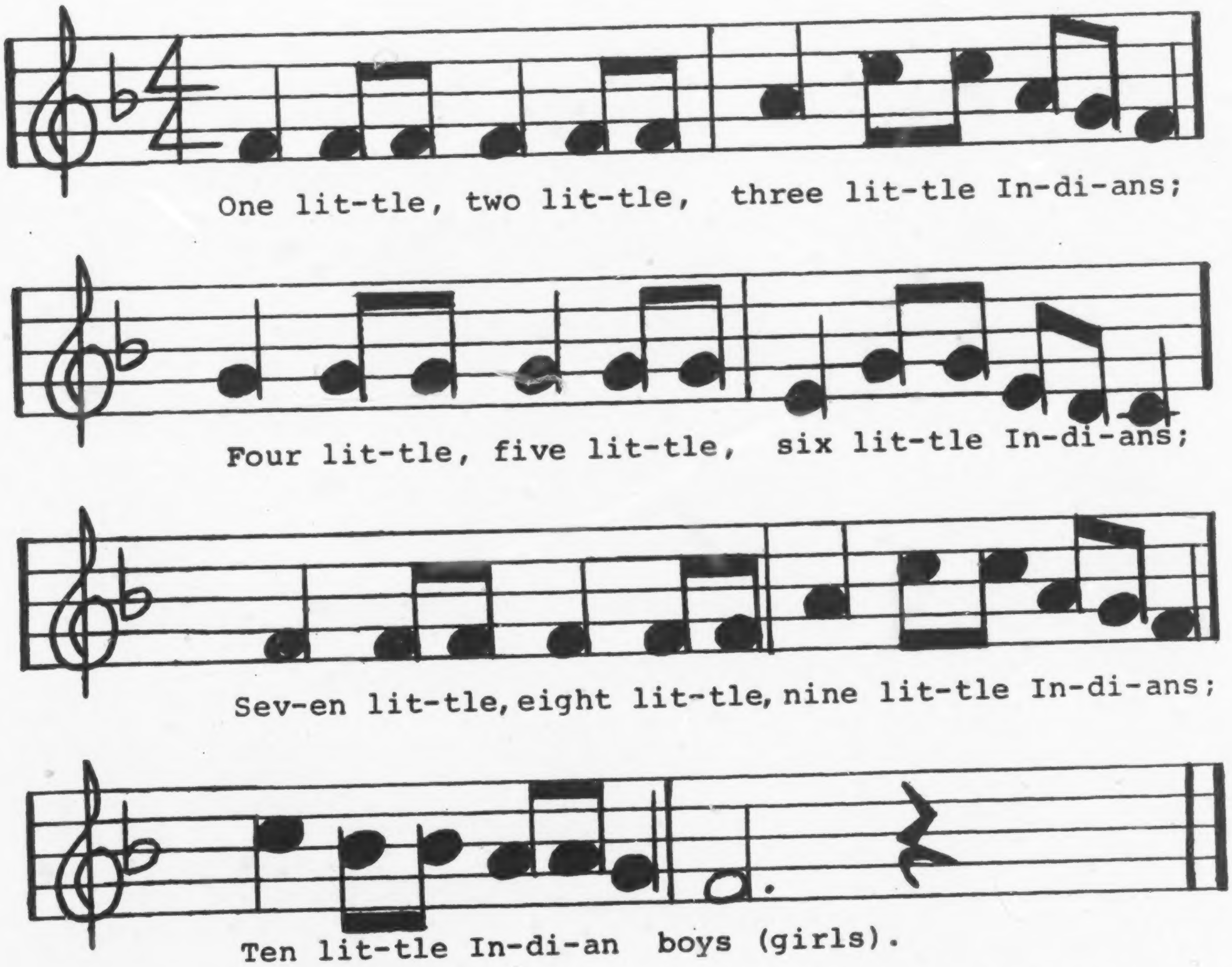
5. Each child is given crayons and a 9" X 12" sheet of newsprint to use in making a picture of a boy or of a girl. After discussing each child's work with him, the teacher instructs the pupils to cut out their figures and to make

identical pictures on the reverse sides of them. Two mobile frames are formed by bending and intertwining wire coat hangers in free designs. The completed figures of children are hung with thread from the wire frames—the pictures of boys on one and the pictures of girls on the other. The mobiles are displayed in the classroom.

6. The teacher sings the song "Ten Little Indians," repeating it while the children learn the words.

"Ten Little Indians"

Traditional


One lit-tle, two lit-tle, three lit-tle In-di-ans;
Four lit-tle, five lit-tle, six lit-tle In-di-ans;
Sev-en lit-tle, eight lit-tle, nine lit-tle In-di-ans;
Ten lit-tle In-di-an boys (girls).

2. They jumped in the boat,
And the boat tipped over,
They jumped in the boat,
And the boat tipped over,
They jumped in the boat,
And the boat tipped over;
No more Indian boys (girls).

Lesson 3

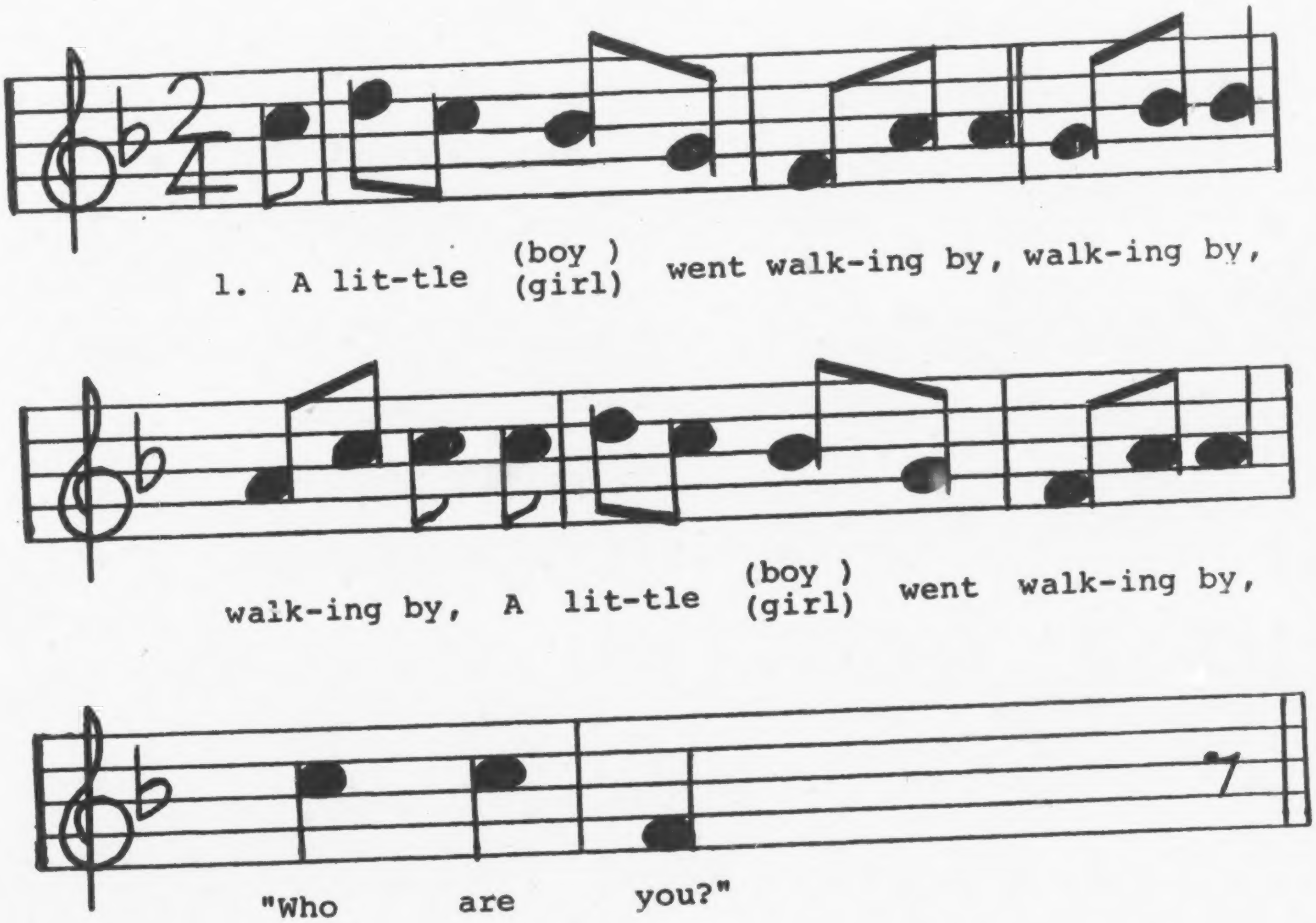
The teacher leads the children to dramatize the song. Ten boys or ten girls are asked to come to the front of the room to sit. One child stands as each number is sung until all of the ten are standing. The entire group does hand motions during the second verse.

7. The children learn the words and the motions of the song "Who Are You?"

"Who Are You?"

German Melody

Words Adapted


1. A lit-tle (boy) (girl) went walk-ing by, walk-ing by,
walk-ing by, A lit-tle (boy) (girl) went walk-ing by,
"Who are you?"

2. "My name is Sal-ly An-der-son,*
Etc.
How do you do?"

*The child who is selected to dramatize the walking in verse one substitutes his real name as he sings verse two.

8. One or several of the following books, records and filmstrips are used in correlation with the concepts studied in the lesson.

   1 Is One by Tasha Tudor, New York: Henry Z. Walck, Inc., 1956.

   "Numbers and Time," Glendale, California: Bowmar. (Record from "The Best in Children's Literature" Series)

   "This Is You" produced by EBF Films, New York: Educational Record Sales. (Set of records and filmstrips)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Friend - Friends

Children

Stand

Find

Under

PROJECT LANGUAGE

LEVEL II

Lesson 4

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When given an identifying marker on his right hand and asked, "Where is your right hand?" each child answers by raising his right hand and saying, "Here is my right hand."

2. When shown a variety of objects and instructed by the teacher, "Show me something that feels soft (hard, smooth, rough, hot, cold, wet, dry)," each child selects the object with the specified texture.

3. When given an object to feel and asked, "How does this feel?" each child identifies the feeling by saying, "This feels soft (hard, rough, smooth)."

4. When given a numeral two and asked, "Which numeral is this?" each child answers, "This is the numeral two."

MATERIALS:

Will I Have a Friend? (used previously)
My Hands by Aliki, New York: Thomas Y. Crowell Company, 1962.
Ball of red yarn
Ball of green yarn
Flannel board (used previously)
Flannel-board set of numerals (used previously)
Set of cardboard or sandpaper numeral twos (one numeral for each child)
16" X 22" Finger-paint paper (two sheets for each child)
Finger paint
What Is Your Favorite Thing to Touch? by Myra Tomback Gibson, New York: Grosset and Dunlap, 1965
Texture boxes (one for every five or six children)
  Each box contains:
    Two rocks
    Two smooth cloth squares
    Two rough cloth squares
    Two smooth plastic squares
    Two cotton balls
    Two cotton pads

Texture boxes (cont'd)
- Two sandpaper squares
- One ball
- Two buttons
- Two sponge squares
- Two cups for hot water
- Two cups for ice water

Two thermos bottles

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

After reading again the book Will I Have a Friend? the teacher leads a review discussion of boys, girls and friends. Each child is asked to select a different "friend" than the one he had in the previous lesson. The pupils are encouraged to learn their new friends' names by asking:

(Pupil) "What is your name?"

The teacher briefly reviews the body parts by naming them. The children are instructed to point to the named parts of their friends' bodies. When all of the parts have been identified, each child is instructed to look at his friend and to say:

(Pupil) "You are a boy (girl)."

The pupils are asked to hold up their hands and then to match them to the hands and the fingers of their friends. The teacher leads the children to count their own hands and then their fingers. Each pupil is given a turn to hold up his fingers for the group to count. The book My Hands is read and is discussed with the children. The names of the fingers and the various activities of the hands are emphasized. While observing their own hands, the pupils are encouraged to talk freely about them.

The teacher sings the song "Where Is Thumbkin?", repeating it until the children learn to sing it and to do the motions.

"Where Is Thumbkin?"

Traditional

Where is thumbkin?
Where is thumbkin?
Here I am!
Here I am!
How are you today?
Very well and thank you.
Run away!
Run away!

Where is pointer?
Where is pointer?
Etc.

Where is tall man?
Where is tall man?
Etc.

Where is ring man?
Where is ring man?
Etc.

Where is little man?
Where is little man?
Etc.

The teacher and the children briefly discuss their hands, emphasizing the identification of them as "left" and "right." A piece of red yarn is tied in a knot around the right wrist of each girl while the teacher says:

(Teacher) "Here is your right hand."

The girl is asked:

(Teacher) "Where is your right hand?"

She responds by raising her right hand and saying:

(Girl) "Here is my right hand."

A piece of green yarn is tied in a knot around the wrist of each boy. The teacher identifies the hand by saying:

(Teacher) "Here is your right hand."

The boy is asked:

(Teacher) "Where is your right hand?"

He responds by raising his right hand, saying:

(Boy) "Here is my right hand."

The yarn remains on the pupils' wrists and they may wear it home. Special attention is given to the yarn during the class period so that the children gain a familiarity with the location of their right hands. The teacher also wears a piece of yarn on her right wrist, always demonstrating hand actions with her back to the group, so that the position of her marked right hand corresponds to the right hands of the children.

The teacher asks the pupils:

(Teacher) "Where is your right hand?"

The children raise their right hands and answer:

(Pupils) "Here is my right hand."

The hands without the yarn are identified by the teacher as "left" hands. Raising her left hand, the teacher says:

(Teacher) "Here is my left hand."

After pointing to each child's hand without yarn and identifying it:

(Teacher) "Here is your left hand;"

the teacher asks the pupils:

(Teacher) "Where is your left hand?"

The children raise their left hands, saying:

(Pupils) "Here is my left hand."

The children practice raising their right or left hands as the teacher asks:

(Teacher) "Where is your right (left) hand?"

Each time, the pupils answer:

(Pupils) "Here is my right (left) hand."

Each child is given page 4 or page 5 of the Pupil's Book. (The pupil is given pictures representing his own race so that the association between his hands and the pictures will be accurate.) The pictures on the page are identified as hands—two of them. The teacher asks the children:

(Teacher) "Where is your right hand?"

After the pupils have raised their right hands and answered:

(Pupils) "Here is my right hand;"

the teacher instructs them to place their right hands on their papers over the pictures of a right hand that matches their hands. The teacher leads the children to discuss their "one" right hand which leads to a wrist, arm, elbow and shoulder, all of which are "right." The numeral one is placed on the flannel board as the teacher identifies it in review:

(Teacher) "This is the numeral one."

The teacher makes a numeral one below the picture of the right hand on each child's paper. The pupil responds to the question:

(Teacher) "Which numeral is this?"

by saying:

(Pupil) "This is the numeral one."

The teacher asks the children:

(Teacher) "Where is your left hand?"

The pupils raise their left hands and say:

(Pupils) "Here is my left hand."

The children are instructed to place their left hands on their papers over the pictures of a left hand that matches their hands. That hand is also discussed as being "one" left hand which leads to a wrist, arm, elbow and shoulder, all of which are "left." The teacher makes a numeral one under the picture of the left hand on each child's paper.

The group is led to discuss the fact that each child has "one" right and "one" left hand which together make "two" hands. A numeral two is placed on the flannel board and is identified by the teacher as:

(Teacher) "This is the numeral two."

The various objects in the classroom which could be represented by that numeral are considered. Each child is given a numeral two and is encouraged to move his finger around it from top to bottom. The teacher asks:

(Teacher) "Which numeral is this?"

The children hold up their numerals and respond:

(Pupils) "This is the numeral two."

The teacher discusses each child's Pupil's Book page with him individually while emphasizing the numerals "one" and "two." At the top of the child's paper, the teacher makes a numeral two to represent the two hands pictured. The teacher asks:

(Teacher) "Which numeral is this?"

The child answers:

(Pupil) "This is the numeral two."

Activity 2

The book My Hands is reviewed with the children as they are led to discuss the many things their two hands can do. Each child has a turn to describe in his own words one thing he enjoys doing with his hands. Hands perform a variety of actions while feeling the objects they touch. Each child is given a sheet of finger-paint paper and is asked to explore its "feel" with his hands. The pupils take turns describing how the paper feels to them. After the teacher wets the paper slightly, the children are again encouraged to touch the paper, describing the feelings which their hands give them. The teacher gives each child some finger paint for his hands to feel and to use in making whatever picture he wishes. Many different designs and textures can be produced on the paper. While the children are working, they talk freely to describe the feelings they are having with the paint.

When each child has completed his painting, the teacher asks him:

(Teacher) "Where is your right hand?"

The pupil raises his hand and says:

(Pupil) "Here is my right hand."

The teacher assists the child to make a print of that hand on the right side of a clean sheet of finger-paint paper. Taking the child's left hand, the teacher says:

(Teacher) "Here is your left hand,"

and helps him make a print of that hand on the left side of the same page. The teacher discusses with the child the apparent differences in his hands while printing his name on his paper and labeling the handprints "left" and "right."

Activity 3

The book What Is Your Favorite Thing to Touch? is read and is discussed with the group. The teacher divides the class into small groups of five or six children and gives each group a texture box, asking the pupils to feel of the objects in it. The soft items in the box are discussed first. The teacher displays the various soft items and instructs the children to select those same objects to feel. The pupils are encouraged to describe the objects in their own words, and then to repeat the teacher's identification of the feeling as "soft." The procedure is repeated for the other textures in the following order: hard, rough, smooth, hot, cold, wet, dry. (Thermos bottles are provided for ice and hot water. The groups are given two cups of each item.)

The book What Is Your Favorite Thing to Touch? is read again and the children are led to describe each of the items pictured in terms of the words learned previously (soft, hard, rough, smooth, hot, cold, wet, dry). Holding up in turn each object in the texture box, the teacher instructs the pupils in the groups to pass around that same item from their boxes so that all can feel it. The teacher asks:

(Teacher) "How does this feel?"

The pupils practice answering:

(Pupils) "This feels soft (hard, rough, smooth, hot, cold, wet, dry)."

The exercise is repeated several times as the objects are displayed in different orders.

The teacher instructs the pupils to replace all of the objects in the texture boxes and to place them in the centers of the groups. The box is passed around each group as the children in turn select one item. The pupils continue to choose items until the boxes are empty. The teacher asks:

(Teacher) "What feels soft (hard, rough, smooth, hot, cold, wet, dry)?"

The children examine their own textured pieces to determine if one or more of them correspond to the teacher's description. Those children that have objects with the specified texture hold them up, saying:

(Pupils) "This feels soft (hard, rough, smooth, hot, cold, wet, dry)."

If time permits, the objects are replaced in the boxes and the children are given an opportunity to choose different items.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. Broken table-tennis balls are used to make finger puppets. The children draw various facial features and hairstyles on the balls with felt-tipped pens. Both boy and girl figures are made to be used in a creative dramatization relating to everyday events familiar to the pupils.

2. A variety of traditional and spontaneous shadow pictures can be made with the hands. A filmstrip or a movie projector is used to provide a light space on a wall. A person's hands placed in front of the light source cast moving shadows on the wall. The teacher demonstrates the procedure by picturing various animals in motion: a rabbit hopping, a dog barking, a duck waddling, a bird flying or swooping to earth, etc. The children take turns making their own spontaneous creations or imitating those performed by the teacher.

   One or several story sequences of shadow actions are arranged, utilizing the activities of various children playing the different roles individually or together. The class creates narrations to accompany the pantomine series.

3. After the children have traced their fingers around the cardboard or sandpaper numerals as directed in Activity 1, the teacher demonstrates making a numeral two on the chalkboard, while saying the following rhyme:

   Around the railroad track
   And back!
   Two! Two! Two!

   The pupils in turn repeat the rhyme and practice making the numeral on the chalkboard as the teacher assists them. When all of the children have finished, they are given crayons and sheets of newsprint and are instructed to practice making the numeral two on one side of their papers. The teacher works with each child individually, discussing the meaning of the numeral. The pupils are asked to turn over their papers to make a numeral two and two pictures of an object of their choice. The teacher discusses each child's work with him individually.

4. A large paper bag is filled with a variety of objects that the pupils have selected from the classroom. Each child has a turn to close his eyes and to take an item from the bag. After touching the object carefully, the child identifies it. The group tells the pupil if his identification is right or wrong.

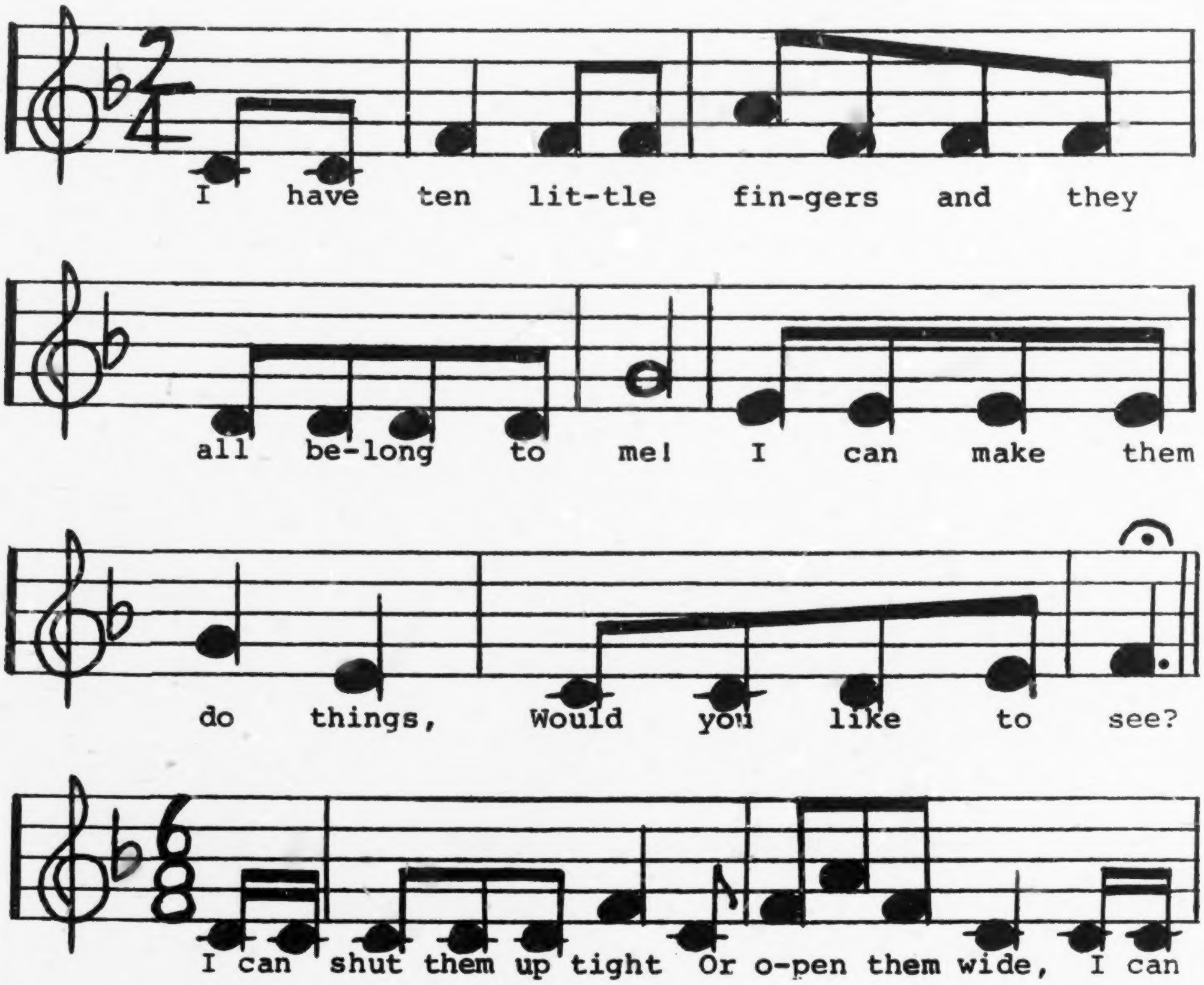
5. A large chammy is cut into small squares to fit the fingers of the pupils. Each child is given a sheet of newsprint and a piece of graphite. The children are instructed

to wrap one finger in a piece of chammy, to rub it on the graphite and then to draw on the newsprint pictures of some of their favorite activities they perform with their hands. Each pupil has a turn to describe his work to the group as the teacher talks with him individually about his picture.

6. The teacher sings the song "Ten Little Fingers," repeating it several times while the children learn the words and the motions.

"Ten Little Fingers"

Mary Miller Paula L. Zajan


I have ten lit-tle fin-gers and they
all be-long to me! I can make them
do things, Would you like to see?
I can shut them up tight Or o-pen them wide, I can

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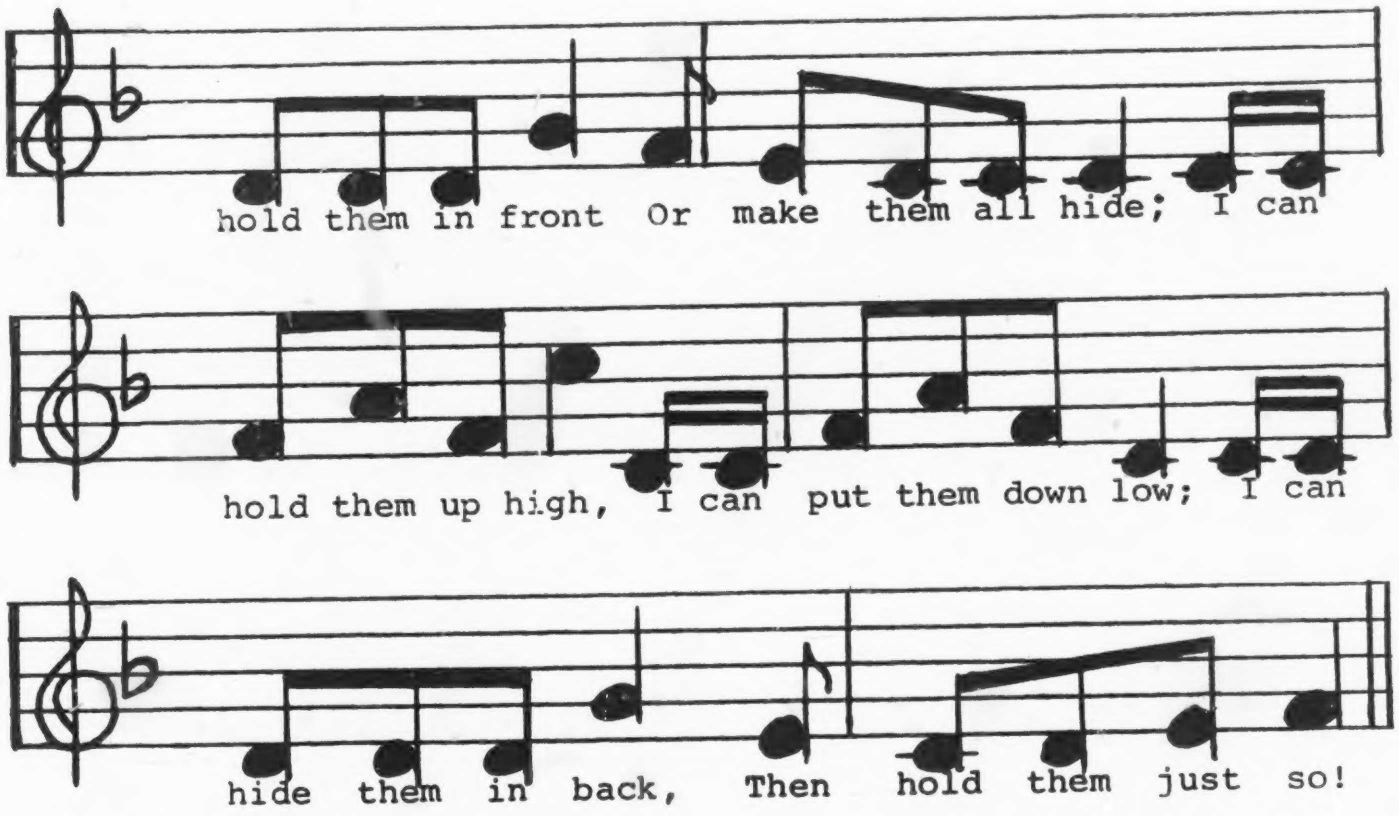
"Ten Little Fingers" (cont'd)


hold them in front Or make them all hide; I can
hold them up high, I can put them down low; I can
hide them in back, Then hold them just so!

7. One or several of the following books, records and filmstrips are used in correlation with the concepts studied in the lesson.

Find Out by Touching by Paul Showers, New York: Thomas Y. Crowell Company, 1961.

"Developing Body-Space Perception Motor Skills," Album 3, New York: Educational Record Sales. (Record)

"Finger Games," New York: Educational Record Sales. (Record)

"Finger Play," New York: Educational Record Sales. (Record)

"Put Your Finger in the Air," New York: Educational Record Sales. (Record and filmstrip)

Lesson 4

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Thumb - Thumbs

Fingernail - Fingernails

Paint

Texture

PROJECT LANGUAGE

LEVEL II

Lesson 5

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When given an identifying marker on his left hand and asked, "Where is your left hand?" each child raises his left hand and says, "Here is my left hand."

2. When given two objects with the same texture and one item with a different texture and asked, "Which feel alike?" each child points to the two objects which have the same texture and says, "These feel alike."

3. When given two objects with the same texture and one item with a different texture and asked, "Which feels different?" each child points to the object which has a different texture and says, "This feels different."

4. When given two soft objects and asked, "Which feels softer?" each child points to the softer item and says, "This feels softer."

5. When given two hard objects and asked, "Which feels harder?" each child points to the harder item and says, "This feels harder."

MATERIALS:

Ball of red yarn (used previously)
Ball of green yarn (used previously)
Flannel-board set of numerals (used previously)
Flannel board (used previously)
Soft as a Bunny by Lawrence F. Lowery, New York: Holt, Rinehart and Winston, Inc., 1969.
Texture boxes (used previously)
12" X 18" Newsprint (one sheet for each child)
Sand
Cotton balls (one for each child)
White paste
Crayons (used previously)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher reviews with each child in turn:

(Teacher) "Where is your right hand?"

The pupil raises his right hand and answers:

(Pupil) "Here is my right hand."

The left hand of the child is identified by the teacher:

(Teacher) "Here is your left hand."

A piece of red yarn is tied in a knot around the left wrist of each girl while a piece of green yarn is tied around the left wrist of each boy. When all of the children have yarn on their left hands, the teacher asks:

(Teacher) "Where is your left hand?"

The pupils raise their left hands and answer:

(Pupils) "Here is my left hand."

The teacher wears a string on her left wrist, always demonstrating hand actions with her back to the group so that the position of her marked left hand corresponds to the left hands of the children. An emphasis is placed on the yarn which the pupils wear during the entire class period to establish a familiarity with the location of their left hands.

The children are instructed to form a circle for singing and dancing "The Hokey Pokey."

"The Hokey Pokey"

Traditional

1. You put your right hand in,
You take your right hand out,
You put your right hand in
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around,
That's what it's all about!

(Continued on the next page)

"The Hokey Pokey" (cont'd)

2. You put your left hand in,
   Etc.

3. You put your right foot in,
   Etc.

4. You put your left foot in,
   Etc.

5. You put your whole self in,
   Etc.

After practicing the song several times, the teacher asks the pupils:

(Teacher) "Where is your right hand?"

The children raise their right hands and answer together:

(Pupils) "Here is my right hand."

In response to the question:

(Teacher) "Where is your left hand?"

the pupils raise their left hands and answer:

(Pupils) "Here is my left hand."

The exercise is repeated as the children practice identifying their left and right hands.

The teacher reviews with the pupils their "one" left hand, "one" right hand, and "two" hands together. The numeral one and the numeral two are displayed on the flannel board as the teacher leads the group to determine which can represent a left hand, a right hand, and both hands. Pointing to each numeral in turn, the teacher asks:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral one (two)."

After Soft as a Bunny is read to the pupils, the textures presented in the book are discussed. The children are divided into small groups and are given the texture boxes. The teacher rereads from the book the words "soft," "hard," "rough," "smooth," "hot," "cold," "wet" and "dry." The pupils are instructed to select from their boxes the objects which have the various textures. A comparison is made between the items described in the book and the objects in the texture boxes.

The teacher instructs the children to remove three specific objects from their texture boxes. Two should feel alike and one should feel different. Any three items which are similar to the following examples may be specified by the teacher:

2 pieces of cotton, 1 rock
2 buttons, 1 piece of sponge
2 rocks, 1 piece of cloth
1 button, 1 rock, and 1 piece of cotton

After discussing the individual textures of the three selected objects, the teacher holds up the two similarly textured items, saying:

(Teacher) "These feel alike."

The children hold up the same two items from their sets and repeat:

(Pupils) "These feel alike."

The teacher holds up the one remaining object with a different texture, saying:

(Teacher) "This feels different."

The pupils hold up the same item from their sets and repeat:

(Pupils) "This feels different."

After practicing the preceding activity several times with different sets of objects, the teacher again instructs the pupils to remove three specific items from their boxes and asks:

(Teacher) "Which pieces feel alike?"

The children in each group decide which two of the three pieces feel alike and hold them up, saying:

(Pupils) "These feel alike."

The teacher then asks:

(Teacher) "Which feels different?"

The children determine one piece to display, answering:

(Pupils) "This feels different."

The activity is repeated with varied sets of objects.

Activity 2

Each child is asked to close his eyes and to think of many different things which are soft. He is then encouraged to think of many rough objects. The children are each given crayons and a sheet of newsprint to make a picture of several of the soft and the rough items they imagined. The teacher provides paste, sand and cotton for the various textured objects being pictured. When each child has finished, the teacher discusses his work with him individually while encouraging him to talk freely about the textures shown in his picture. The teacher asks:

(Teacher) "Which feel alike?"

The pupil points to at least two pictured items which have the same texture and answers:

(Pupil) "These feel alike."

After asking the child to identify the texture of the similar items, the teacher asks:

(Teacher) "Which feels different?"

The pupil points to at least one pictured item which has a different texture and answers:

(Pupil) "This feels different."

The teacher leads the child to specify the texture of the different item.

Activity 3

When the pupils have returned to their small group arrangements, the teacher instructs them to remove the cotton balls and the cotton pads from the texture boxes. Holding up a cotton pad, the teacher asks the children to take turns touching that same object from their boxes. The teacher asks:

(Teacher) "How does this feel?"

and leads the pupils to answer:

(Pupils) "This feels soft."

Displaying the cotton ball, the teacher asks:

(Teacher) "How does this feel?"

The children touch the cotton balls from their texture boxes and answer:

(Pupils) "This feels soft."

In a discussion with the pupils, the teacher compares the textures of the two types of cotton pieces. After the children have described in their own words the comparison, the teacher asks:

(Teacher) "One piece feels softer than the other. Which feels softer?"

The children are led to hold up the cotton ball and to answer:

(Pupils) "This feels softer."

Displaying the rubber ball, the teacher instructs the pupils to touch that same object from their texture boxes. The teacher asks:

(Teacher) "How does this feel?"

The children answer:

(Pupils) "This feels hard."

The rocks from the texture boxes are touched next as the teacher asks:

(Teacher) "How does this feel?"

The pupils answer:

(Pupils) "This feels hard."

The teacher and the children discuss the texture of the ball as compared to that of the rock.

(Teacher) "One feels harder than the other. Which feels harder?"

asks the teacher. The pupils are led to hold up the rock and to say:

(Pupils) "This feels harder."

The comparison of textures is repeated as the teacher displays the cotton pad and the cotton ball while asking:

(Teacher) "Which feels soft?" "Which feels softer?"

The children practice selecting the correct items and answering:

(Pupils) "This feels soft." "This feels softer."

The activity is continued with the rubber ball and the rock. The teacher asks:

(Teacher) "Which feels hard?" "Which feels harder?"

The pupils select the items and answer:

(Pupils) "This feels hard." "This feels harder."

The discussion of degrees of a particular texture is extended to all of the items in the texture boxes. The teacher leads the group to consider all the various comparisons which can be made among the cotton objects, the ball, the rocks and the remaining items in the boxes. The words "softest" and "hardest" are included in the discussion.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. Textures can be felt on the child's body as readily as in his environment. The pupils are led to feel of their own body parts that were studied previously and to describe the textures they discover. Hair, skin, fingernails, bones, lips, teeth, etc. have several of the textures discussed in the lesson. The children are encouraged to speak freely and creatively during the activity.

2. The pupils are asked to bring from home a selection of their favorite textured items. Each child is given a small box with an open end to use in making his own "feel" box. The items are arranged with glue, paper clips, etc. inside the box so that a child putting his hand through the open end experiences a pleasant succession of textures. Each child is given time to share his "feel" box with his friends, discussing and comparing the variety of sensations their boxes provide.

3. The teacher leads the children to describe the softest and the hardest objects with which they are familiar. Their responses are recorded by the teacher on a large story chart and are then arranged to provide an original poem or story about textures. The children discuss the various pictures they could make to illustrate the writing of the class. Each pupil selects one portion of the text and uses crayons and newsprint to create his impression of its meaning. Finally, all of the completed artwork is arranged in an order corresponding to that of the written ideas and is stapled together in book form. The teacher reads to the group the book or the poem produced.

4. The class is divided into small groups which are given the texture boxes studied in the lesson. One child stands in front of the class and holds up an item from the teacher's texture box. The remaining pupils in the class try to be first in selecting from their boxes an object which has the same texture but a different appearance. The teacher leads the children in a discussion of the textural similarities of all of the chosen items. The child who was first to make a correct selection has the next turn to go to the front of the class.

5. The children are given turns at the chalkboard to practice making the numerals one and two while saying the corresponding rhymes.

A straight line one —
Is fun!

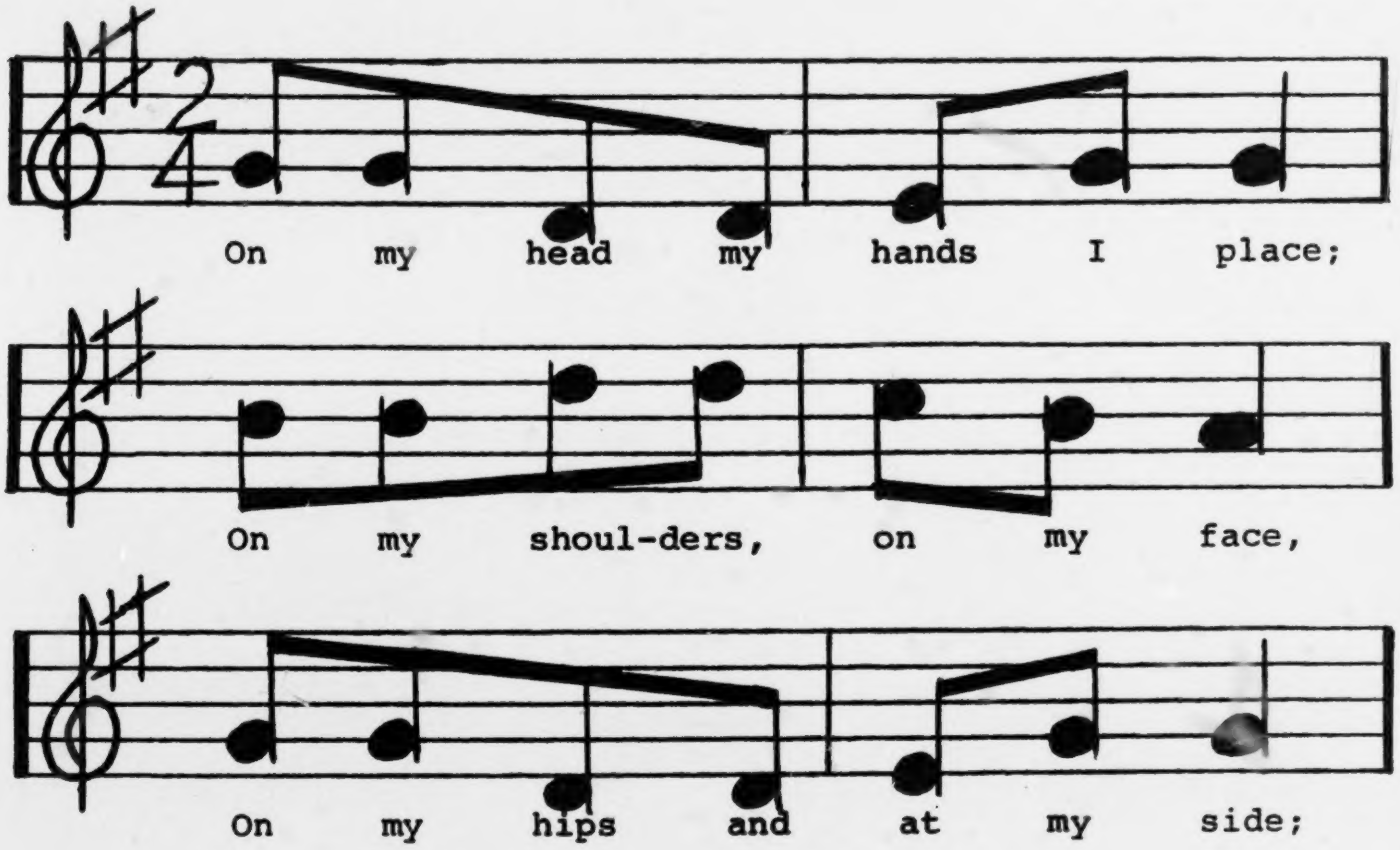
Around the railroad track
And back!
Two! Two! Two!

6. Each pupil is given a sheet of heavy cardboard and an assortment of textured items, for example: corrugated paper, string, cloth, toothpicks, etc. Using paste, the children create collages of their own designs on the cardboard. When each picture has dried, the teacher assists the child with the following procedure: 1) place a sheet of white paper on top of the collage, 2) roll a brayer in thin paint of the color chosen by the pupil, 3) roll the brayer evenly over the white paper, 4) remove the painted paper from the collage. The children are led to compare their original collages to the prints as the teacher discusses each pupil's work with him individually. The children take turns describing their pictures to the class.

7. The teacher sings the song "On My Head," repeating it several times while the children learn the words and the motions.

"On My Head"

Paula L. Zajan


On my head my hands I place;
On my shoul-ders, on my face,
On my hips and at my side;

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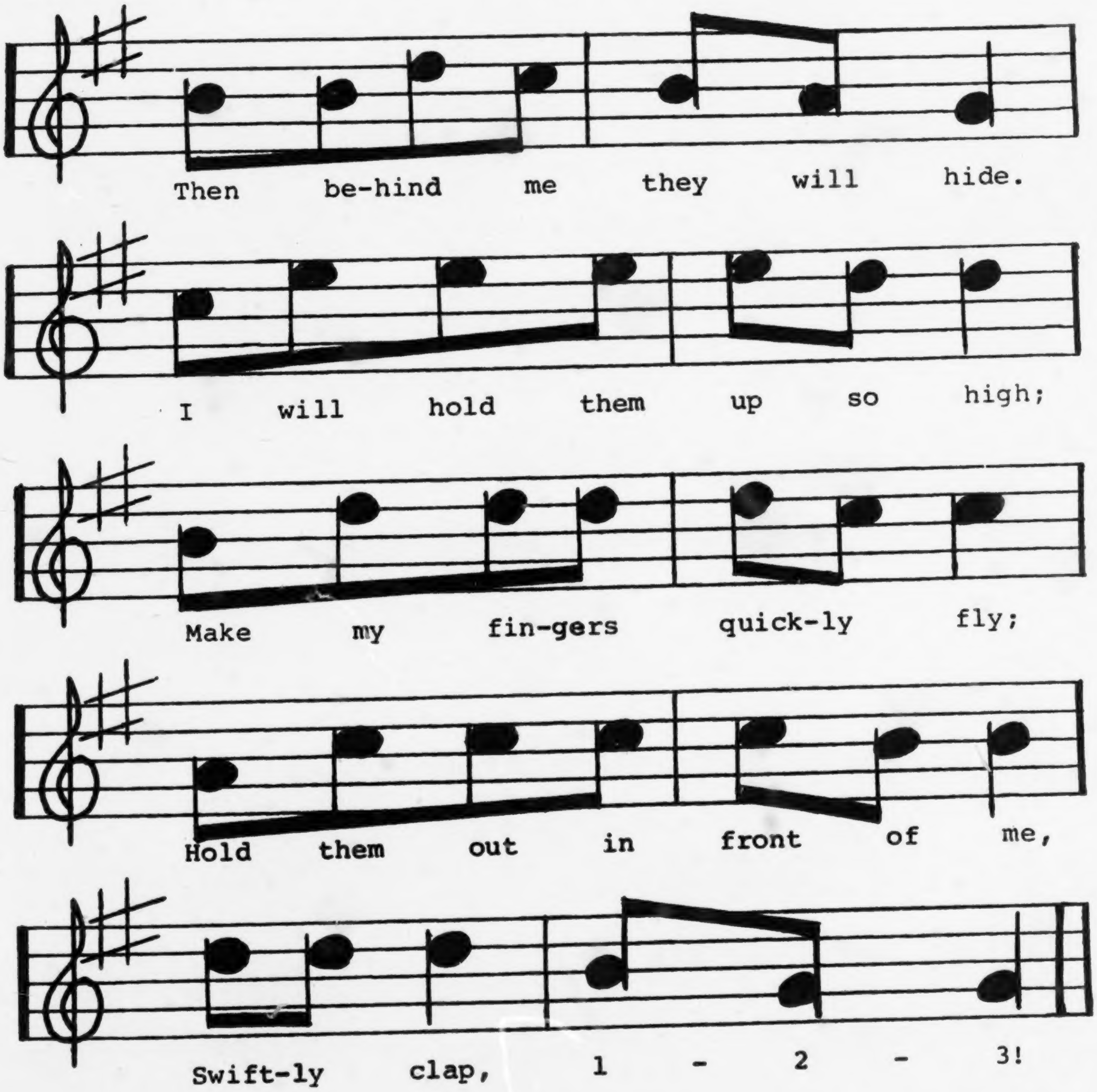
"On My Head" (cont'd)


Then be-hind me they will hide.
I will hold them up so high;
Make my fin-gers quick-ly fly;
Hold them out in front of me,
Swift-ly clap, 1 - 2 - 3!

8. One or more of the following books are used in correlation with the concepts studied in the lesson.

How Does It Feel? by Beth Clure, Glendale, California: Bowmar. ("Manipulative Books" Series)

The Touch Me Book by Pat and Eve Witte, New York: Golden Press, Inc., 1961.

The Wonder of Hands by E. Baer, New York: Parents' Magazine Press, 1970.

Lesson 5

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Paper

Touch - Touched

Box

Paste - Pasted

Make - Made

PROJECT LANGUAGE

LEVEL II

Lesson 6

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When instructed to look into a small mirror and asked, "Are your eyes open or closed?" each child answers, "My eyes are open."
2. When instructed to cover his eyes with his hands and asked, "Are your eyes open or closed?" each child answers, "My eyes are closed."
3. When shown two cards of the same color and one card of a different color and asked, "Which are alike?" each child points to the two cards of the same color and says, "These are alike."
4. When shown two cards of the same color and one card of a different color and asked, "Which is different?" each child points to the one card of a different color and says, "This is different."

MATERIALS:

Texture boxes (used previously)
Small mirrors (used previously)
Flannel-board set of numerals (used previously)
Flannel board (used previously)
What Is Your Favorite Thing to See? by Myra Tomback Gibson, New York: Grosset and Dunlap, 1968.
12" X 18" Newsprint (one sheet for each child)
Crayons (used previously)
What Is a Color? by Alice and Martin Provensen, New York: Golden Press, 1967.
Set of small color cards (one for each child)
Set of large color cards (one for teacher)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher holds a texture box, instructing each child in turn to come to the front of the room, to close his eyes and to take one item from the box. When asked by the teacher:

(Teacher) "How does that feel?"

the pupil answers:

(Pupil) "This feels (soft, rough, smooth, hard, wet, dry, hot, cold)."

After all of the children have had turns, the teacher discusses with them the assistance their eyes give to their hands. Eyes identify the positions of objects to be touched, discover visible signs of texture, observe conditions of safety, distinguish indications of weight, etc.

Each child is given a small mirror and is instructed to look at his eyes as the group discusses the appearances of eyes. After placing a variety of numerals on the flannel board, the teacher asks the children to look into the mirrors and to count their eyes. "One" eye is on the same side as each pupil's right hand—the numeral one represents that eye. "One" eye is on the same side as each child's left hand—the numeral one also represents that eye. Together, however, each pupil has "two" eyes and the numeral two is used to represent them both. As each numeral is discussed, it is separated from the group on the flannel board. The teacher reviews the identification of the two numerals by pointing to each of them in turn, asking:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral one (two)."

The teacher leads the pupils to discover the various positions their eyes can assume and to practice winking. The children are asked to close their eyes, describing what they see. While their eyes are closed, the pupils are encouraged to explore and to discuss the various pictures which they can imagine and see in their heads. The teacher emphasizes the differences between seeing with open eyes and "seeing" with closed eyes. As the pupils look into the mirrors again, the teacher asks:

(Teacher) "Are your eyes open or closed?"

The children are led to respond:

(Pupils) "My eyes are open."

The pupils are instructed to choose a friend and to look at his eyes. Half of the children are asked to close their eyes. After observing their friends' closed eyes, the second half of the pupils are asked to close their eyes for the first half to see. The group discusses the appearances of closed eyes. The children are instructed to look into their mirrors and to close their eyes. The teacher asks:

(Teacher) "Are your eyes open or closed?"

The pupils answer:

(Pupils) "My eyes are closed."

Activity 2

The teacher reads the book What Is Your Favorite Thing to See? and discusses with the children all of the things they enjoy seeing. The pupils and the teacher leave the classroom to take a walk around the immediate vicinity. The children are encouraged to observe everything around them as they walk in the country or along city blocks. The teacher leads the pupils to look for various textured objects along the way. Some items will need to be touched and discussed during the walk, while others can be taken to the classroom to be explored later. After the group has returned to the classroom, the teacher asks the children to describe the "favorite" things that they saw by saying:

(Pupils) "I saw _______."

Each pupil has a turn to express himself in the discussion. The children listen carefully so that the item they describe is not one that has been previously mentioned.

Eyes see pictures as well as real objects. The pictures are recognized on the basis of past experiences with a wide variety of actualities. The observations made during the walk were of real objects. The children can make drawings of the walk and their eyes will see them, combining the remembered sights of the actual objects with the pictured ones. Each child is given crayons and a sheet of newsprint to make a picture of the things that he saw on the walk. When the children are finished, the teacher discusses each child's work with him individually while encouraging him to speak freely.

Activity 3

The teacher reviews with the children their outside walk, emphasizing the colors of the various objects that were seen. The group considers the sunshine and its role in making all the different colors seen by eyes. The book What Is a Color? is read and is discussed with the pupils. Each child is given a set of colored paper squares. The teacher asks the children to identify and to describe the colors they like best. Demonstrating the matching of two pieces of the same color, the teacher says:

(Teacher) "These are alike."

The pupils are instructed to match in colored pairs all of their paper pieces. The teacher holds up a large colored square, instructing the children to select their paired pieces of that same color. The teacher asks:

(Teacher) "Are these alike or different?"

The pupils answer:

(Pupils) "These are alike."

Displaying two squares of the same color and one square of a different color, the teacher points first to the two identical pieces and says:

(Teacher) "These are alike."

Pointing to the remaining colored square, the teacher says,

(Teacher) "This is different."

The teacher displays a new set of three colored squares and instructs the pupils to select from their sets the three pieces which match those that she is holding. When the teacher asks:

(Teacher) "Which are alike?"

each pupil holds up his matching squares and says:

(Pupil) "These are alike."

As the teacher asks:

(Teacher) "Which is different?"

the children display their remaining squares, saying:

(Pupils) "This is different."

The activity is repeated as the teacher varies the composition of the sets from two alike and one different to all alike, all different, three alike and two different, etc.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The teacher leads the group to play the game "I Spy." All of the children are asked to close their eyes while the teacher hides in plain sight a specified object. At the "Go" signal, the pupils begin to search for the item. As individual children see it, they merely say, "I spy!" and go to the front of the room. When all of the pupils have seen the object and are standing at the front of the room, the first child who said "I spy!" gets the item and gives it to the teacher. That same pupil has the next turn to hide the object as his classmates again close their eyes.

2. While the class is taking the walk specified in the lesson, the teacher leads the children to collect a variety of interesting items. After returning to the classroom, each child is given a box with a small hole in one end and thin white paper covering the opposite end. The pupils use glue, staples, paper clips, etc. to arrange their collections as they wish in their "peep" boxes. The items are placed so that all are visible when a child looks through the small hole. The children are given turns to share their work with their friends, discussing and comparing what they see in the various boxes.

3. A kaleidoscope is introduced to the pupils and is related to the discussion of eyes and colors. Each child is given a turn to look into the kaleidoscope and to describe to the class what he sees. Using sheets of colored cellophane, the teacher leads the group in a discussion of the variety of color combinations which produce different colors.

   Each child is given white glue and a sheet of white paper. The teacher demonstrates tearing colored tissue paper into various shapes and pasting them onto the white paper. Overlapping colors produce different hues so that by layering the tissue paper, a multi-colored kaleidoscopic design is created. Abstractions as well as representations of real objects can be made in the pictures. The teacher discusses each child's work with him individually.

4. Each pupil is asked to select his favorite color from a package of colored paper. The children in turn come to the front of the class to tell why they like the particular colors they chose. The teacher records the responses, writing on one sheet of each color the ideas of all of the children who selected that color. At the end of the discussion, the teacher staples the colored papers together in book form so that the quotations of the pupils provide a narrative about colors. The new book is read to the group.

5. The eyes and other facial features play a major role in establishing a person's identity. Thus, when masks are worn, other visible body characteristics are used to identify an individual. The teacher instructs the children to make paper sack or papier-mache* masks if she does not choose to provide one mask for all to use in turn. While the pupils close their eyes, one child is chosen to put on the mask he made or the one provided by the teacher. The children open their eyes and attempt to determine the identity of the pupil by his clothes, manner of walking, etc. The masked child does not speak.

   *NOTE: To make a papier-mache mask, begin with a long strip of newspaper which is folded until it is approximately four inches wide. The paper strip is used to measure the child's head under the chin and around the face and is stapled to retain the shape of the pupil's head. Loosely wadded newspaper is inserted to fill the circle level with the upper edge of the folded paper strip. Narrow pieces of newspaper soaked in wallpaper paste or in a flour and water mixture are placed over the newspaper filling to provide a base. Gradually the face is built up, leaving holes for the eyes and the mouth while creating protrusions as desired. When the work is dry, the child removes the wadded-paper filling and paints the mask with brightly colored tempera. The entire mask can be shellacked for a shiny finish.

6. Some of the interesting objects collected during the walk specified in the lesson can be used to make a crayon rubbing. Any textured object that the child desires to use is placed under a sheet of newsprint. The pupil is instructed to make even crayon strokes across the page so that the outline of the underlying object is revealed. Combinations of objects and colors produce a wide variety of effects. The children are given turns to describe their work to the group.

7. Eyes—both open and closed—can be useful while making a picture. The children are first encouraged to move their arms in free-flowing designs in the air. The pupils are then given crayons and sheets of newsprint, are instructed to close their eyes and are asked to make similarly free lines on their papers. When directed to stop, the children open their eyes to examine the different shapes that appear on their papers. A variety of colors and designs are used to emphasize the lines and the spaces as the children complete their pictures. The teacher discusses each child's work with him individually.

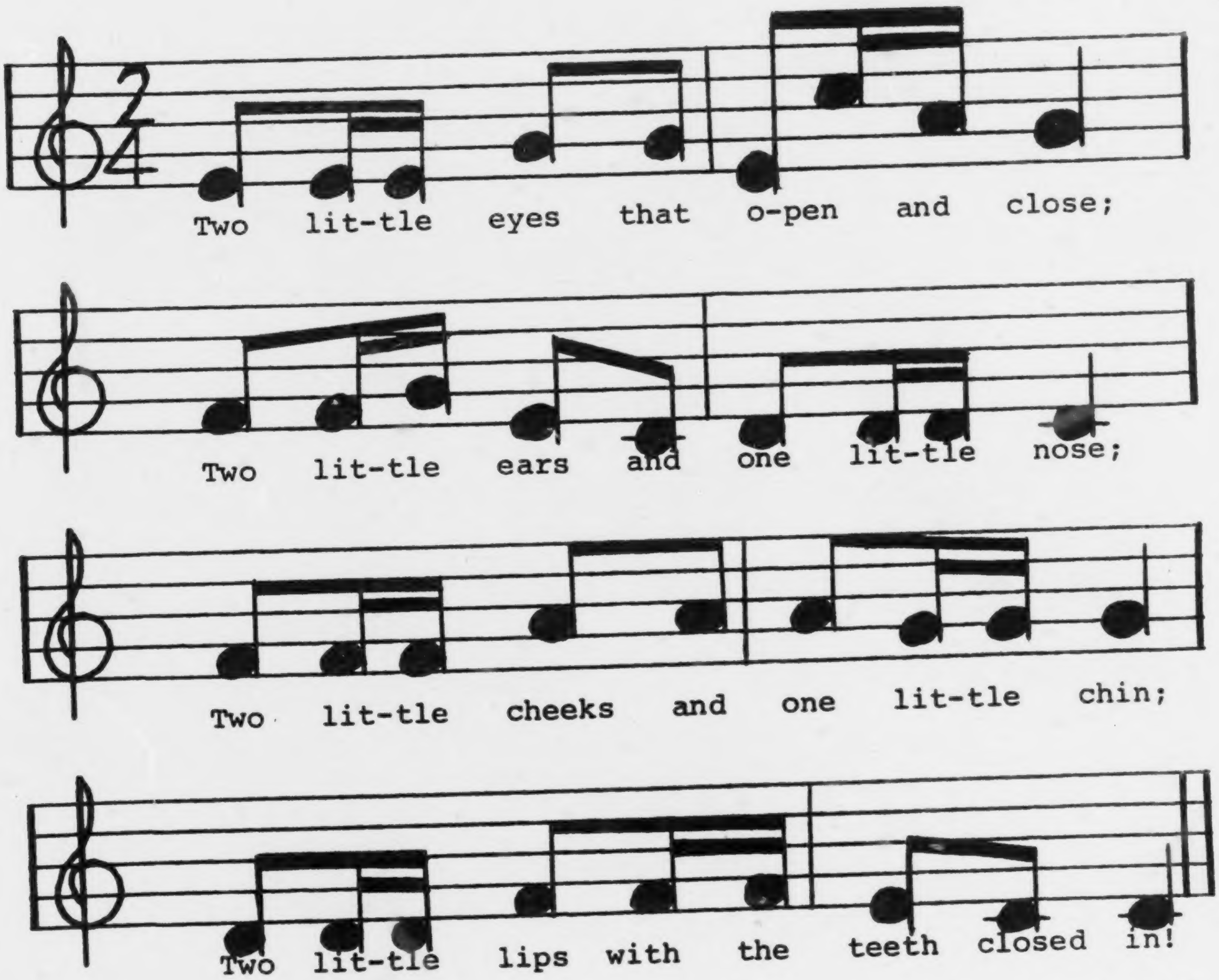
8. The teacher sings the song "Two Little Eyes," repeating it several times while the children learn the words and the motions. The song appears on the next page.

Lesson 6

"Two Little Eyes"

Mary Miller

Paula L. Zajan


Two lit-tle eyes that o-pen and close;
Two lit-tle ears and one lit-tle nose;
Two lit-tle cheeks and one lit-tle chin;
Two lit-tle lips with the teeth closed in!

(the children point to each body part while singing about it)

9. One or several of the following books and records are used in correlation with the concepts studied in the lesson.

Colors by John J. Reiss, Englewood, New Jersey: Bradbury, 1969.

Colors, Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

Light and Color by Lawrence F. Lowery, New York: Holt, Rinehart and Winston, Inc., 1969. ("I Wonder Why" Readers Series)

Look and See by Laurence F. Lowery, New York: Holt, Rinehart and Winston, Inc., 1969. ("I Wonder Why" Readers Series)

Look at Your Eyes by Paul Showers, New York: Thomas Y. Crowell Company, 1962. (Book and filmstrip)

Open Your Eyes by Roy Abisch, New York: Parents' Magazine Press.

Sparkle and Spin by Ann and Paul Rand, New York: Harcourt, Brace and World, Inc., 1957.

Things to See by Thomas Matthiesen, New York: Platt and Munk Publishers, 1966.

"Color Concepts," Glendale, California: Bowmar. (Record from "The Best in Children's Literature" Series)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Book - Books
Eyebrow - Eyebrows
Eyelash - Eyelashes
Go - Went
Cry - Cried
Open - Opened
Close - Closed
Color - Colors
Mask - Masks
Light
Sunshine
Look - Looked
See - Saw

PROJECT LANGUAGE

LEVEL II

Lesson 7

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When instructed by the teacher, "Make a loud sound," each child performs the action.

2. When instructed by the teacher, "Make a soft sound," each child performs the action.

3. When the teacher plays a record loudly and asks, "Does it sound soft or loud?" each child answers, "It sounds loud."

4. When the teacher plays a record softly and asks, "Does it sound soft or loud?" each child answers, "It sounds soft."

5. When given two sound boxes with the same sound and one box with a different sound and asked, "Which sound alike?" each child selects the two boxes with the same sound and says, "These sound alike."

6. When given two sound boxes with the same sound and one box with a different sound and asked, "Which sounds different?" each child selects the one box with a different sound and says, "This sounds different."

MATERIALS:

The Listening Walk by Paul Showers, New York: Thomas Y. Crowell Company, 1961.
"Peter and the Wolf" (record)
Record player
Recording tape
Tape recorder
Assortment of children's records
12" X 18" Newsprint (one sheet for each child)
Crayons (used previously)
Sets of sound boxes (one for every five or six children)
  Each set contains:
  - Two boxes, each with one paper clip
  - Two boxes, each with one rock
  - Two boxes, each with a small piece of folded paper
  - Two boxes, each half full of water
  - Two boxes, each half full of sand
  - Two boxes, each empty

Lesson 7

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher briefly reviews with the children the correlation between the functions of the eyes and the hands as they combine to provide more accurate descriptions of everything in the environment. The children are led to play the game "Doggy, Doggy, Where's Your Bone?" This activity introduces hearing, a sense which assists both sight and touch. One child, the "doggy," is seated with his back to the group. A "bone" lies on the floor behind him. Various available objects can be used to represent the "bone," for example: a chalk eraser. While the "doggy" covers his eyes, the teacher selects a second child to tiptoe to get the "bone." The pupil takes the "bone" to his place and sits down. He asks, "Doggy, Doggy, where's your bone?" The "doggy" listens, trying to recognize the voice of the child who has the "bone." That pupil, when identified, becomes the next "doggy."

The group discusses the function of the ears in identifying the speaker in the game. The use of sight would have made the identification much easier. The eyes and the ears can work separately, together or in combination with the hands. The teacher leads the children to discuss the sounds they hear every day as well as the sights and the feelings which are related to those sounds. Included in the discussion are the many things heard, seen, and touched during the walk which the group took in the previous lesson.

The teacher reads the book The Listening Walk and discusses it with the pupils. The group considers the many ways sounds can sound: loud, soft, high or low and noisy, quiet, happy, sad, cold, warm, etc. Loud, soft, high and low sounds can actually be measured; but noisy, quiet, happy, sad, cold and warm sounds relate to our feelings and experiences. The children are encouraged to think of and to describe sounds which make them feel happy, quiet, warm, loud, etc.

The introductory part of the record, "Peter and the Wolf," is played and is discussed with the pupils. The playing of the record is continued until the sounds for each animal in the story have been explained. The teacher leads the children to describe the various sounds in terms of their being high, low, happy, sad, afraid, etc. For example, Peter's sound is a walking sound—sometimes happy, sometimes afraid; the bird's sound is high, noisy, and happy; the wolf's sound is low, heavy, frightening, mean, etc.

Sounds can be made loud or soft. As a part of the record is replayed, the teacher turns the volume on the record player very high and says:

(Teacher) "It sounds loud."

Reducing the volume to a very low level, the teacher says:

(Teacher) "It sounds soft."

Various other sounds in the classroom can be made loud or soft: talking, clapping, walking, breathing, singing, laughing, etc. The teacher instructs the children to clap loudly, asking:

(Teacher) "Does it sound loud or soft?"

The pupils answer:

(Pupils) "It sounds loud."

While the children clap softly, the teacher asks:

(Teacher) "Does it sound loud or soft?"

The pupils answer:

(Pupils) "It sounds soft."

The activity is repeated with speaking, walking, breathing, etc. As the children perform the various actions, the teacher records the sounds. Individual children are then given turns to make a loud sound and a soft sound of their choice. When the tape is replayed, the group practices distinguishing between the loud and the soft sounds. About each sound, the teacher asks:

(Teacher) "Does it sound loud or soft?"

The pupils answer,

(Pupils) "It sounds loud (soft)."

Replaying loudly a part of the record "Peter and the Wolf," the teacher asks in review:

(Teacher) "Does it sound loud or soft?"

The children answer:

(Pupils) "It sounds loud."

Playing the record softly, the teacher asks:

(Teacher) "Does it sound loud or soft?"

The pupils answer:

(Pupils) "It sounds soft."

Depending upon the age and the ability level of the children, they will enjoy listening to the entire story of "Peter and the Wolf" while identifying and discussing the sounds heard in the various parts of the story.

Activity 2

The teacher explains to the pupils that music is made of sounds—all different kinds of sounds: loud, soft, high, low, fast, slow, etc. Imaginary pictures can be made in the mind while music is playing, because sounds are related to real objects and activities. Some music is for sleeping, other music is for dancing, while still different music is for singing, walking or thinking. There are songs about animals, people, home, etc. The teacher plays several short children's records to represent some of the various kinds of music mentioned previously. As the records are playing, the pupils close their eyes and imagine pictures of the sounds they are hearing. The pictures on the record covers can be used to help stimulate creative thinking. After each record, the children discuss the various things they imagined while they were listening.

The record to which the children seemed most receptive is replayed. Each pupil is given crayons and a sheet of newsprint to use in making on paper the imaginary picture he sees as the record is played. When the children have finished, the teacher discusses each child's work with him individually while encouraging him to speak correctly. The pupils take turns showing and describing their pictures to the group.

Activity 3

The class is divided into small groups of five or six children. Each group is given a set of sound boxes. The children in each small group share the boxes while exploring the various sounds. After discussing all of the sounds, the teacher instructs the pupils to place the boxes in the centers of their groups. Each child takes one box and shakes it, becoming very familiar with its sound. The pupils each take a second box and compare its sound to that of their first box. When the two boxes sound alike, the child takes them to the front of the room. If the two boxes have different sounds, the second box is passed to the next child. The pupils continue to pass the sound boxes until all have found two boxes which sound alike and have taken them to the front of the room. The teacher then asks:

(Teacher) "Do they sound alike or different?"

The children answer:

(Pupils) "They sound alike."

The pupils return to their groups and repeat the exercise while looking for two boxes which have different sounds. When all the children are again at the front of the room, the teacher asks:

(Teacher) "Do they sound alike or different."

The pupils answer:

(Pupils) "They sound different."

The activity is repeated as long as the children are interested. The task of looking for two identical sounds should be alternated with that of looking for two different sounds.

Lesson 7

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

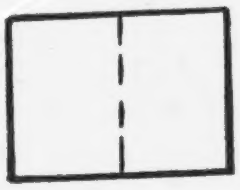
1. The teacher explains and demonstrates to the group that sounds compose rhythms. After clapping a series of rhythms, the teacher asks the pupils to clap with her. The teacher claps a pattern and the children practice clapping that same pattern. Timing and volume are varied in the rhythms.

   When the children are proficient in their repetitions, four sound boxes (those with the loudest sounds) are selected from each set used in the lesson. The boxes are given to individual children while the pupils remaining without sound boxes are asked to continue clapping. The sounds of the rhythms are very different as the pupils combine clapping with the variety of sounds produced by shaking the boxes—a form of music. All of the children are given turns to shake the sound boxes. The teacher tapes the "music" of the group and replays it. The pupils discuss the sounds they made, describing them by using the words studied in the lesson: high, low, fast, slow, happy, sad, loud, soft, etc.

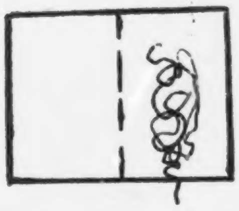
2. One child is asked to sit with his back to the group. The teacher silently selects a second child to make a sound, for example: tearing paper, clapping, dropping a book, sneezing, stamping his feet, jumping, whistling, singing, etc. The pupil at the front of the room tries to identify the sound. The group responds to each of his guesses by saying, "Yes," or "No." When the sound has been identified, the child who produced it has the next turn to sit in front of the group.

3. The children are each given several sheets of white paper and are asked to place them in flat horizontal positions. The teacher leads the pupils to take the left sides of their papers, to match them to the right sides of the pages and to fold the papers in the middle. Small dishes of different colors of paint are made available to the children. The following procedure is demonstrated by the teacher: 1) submerge a string (eight to ten inches long) in one dish of paint, 2) remove the excess paint by pulling the string lightly through a paper towel held in one hand, 3) drop the string in an abstract design on the bottom half of a piece of folded paper, 4) extend one end of the cord slightly beyond the edge of the page, 5) fold the top half of the paper over the bottom half and hold it lightly with one hand, 6) grasp the visible end of the string and pull the cord quickly from between the halves of the paper, 7) immediately open the paper flat to reveal a swirled design.

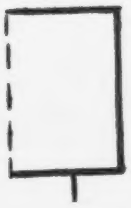
Lesson 7



Fold



3) and 4)



5) and 6)

If two or three colors are desired in the same picture, the process is repeated with several strings, each dipped in a different color of paint.

4. One or several of the following books, records and filmstrips are used in correlation with the concepts studied in the lesson.

Listen! Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

Now I Know by Julius Schwartz, New York: Mc-Graw Hill, Inc.

Quiet as a Butterfly by Laurence F. Lowery, New York: Holt, Rinehart and Winston, Inc., 1969. ("I Wonder Why" Readers Series)

Sounds Are for Listening by Laurence F. Lowery, New York: Holt, Rinehart and Winston, Inc., 1969. ("I Wonder Why" Readers Series)

The Indoor Noisy Book by Margaret Wise Brown, New York: Harper and Row Publishers, 1942.

The Summer Noisy Book by Margaret Wise Brown, New York: Harper and Row Publishers, 1951.

The Winter Noisy Book by Margaret Wise Brown, New York: Harper and Brothers Publishers, 1947.

"Child's World of Sounds," Glendale, California: Bowmar. (Record from "The Best in Children's Literature" Series)

"Classroom Rhythms - Interpretive Rhythms," New York: Educational Record Sales. (Record)

"Look and Listen" produced by Filmstrip House, New York: Educational Record Sales. (Set of four records and filmstrips)

Lesson 7

"Noisy and Quiet," New York: Educational Record Sales. (Record)

"What Do Sounds Mean?" New York: Educational Record Sales. (Record from "The Best in Children's Literature" Series)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Clap - Clapping - Clapped

Music

Hear - Heard

Noise - Noisy

Quiet

March - Marched

Listen - Listened

PROJECT LANGUAGE

LEVEL II

Lesson 8

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When instructed by the teacher, "Make a high sound," each child uses his voice to make the sound.

2. When instructed by the teacher, "Make a low sound," each child uses his voice to make the sound.

3. When the teacher plays a high note on the xylophone and asks, "Is it a high sound or a low sound?" each child says, "It is a high sound."

4. When the teacher plays a low note on the xylophone and asks, "Is it a high sound or a low sound?" each child says, "It is a low sound."

5. When given cocoa powder to taste and asked, "How does it taste?" each child says, "It tastes bitter."

6. When given lemon-lime Kool-Aid powder to taste and asked, "How does it taste?" each child says, "It tastes sour."

7. When given salt to taste and asked, "How does it taste?" each child says, "It tastes salty."

8. When given sugar to taste and asked, "How does it taste?" each child says, "It tastes sweet."

MATERIALS:

"Love Is a Hug" (record)
Record player (used previously)
What Is Your Favorite Thing to Hear? by Myra Tomback Gibson, New York: Grosset and Dunlap, 1966.
Set of resonator pipes or a xylophone
Sounds Are High, Sounds Are Low by L. F. Lowery, New York: Holt, Rinehart and Winston, Inc., 1969.
Recording tape (used previously)
Tape recorder (used previously)
Sets of taste packages (one for each child)
  Each set contains:
    Sugar
    Salt
    Lemon-lime Kool-Aid powder
    Cocoa powder

Lesson 8

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher reviews with the group the many ways sounds can sound. Sounds can be measured in terms of being high, low, loud or soft. The feelings of people are often reflected by sounds which can be described as happy, sad, warm, cold etc. The record "Love Is a Hug" is played and the pupils are asked to listen carefully to the music which is heard as each feeling is described. The teacher leads the children to discuss the various sounds of the music, identifying those parts they like most.

The pupils are instructed to sit very quietly to listen for the sounds immediately around them. The children identify and describe what they hear by saying:

(Pupil) "I hear _______________."

After discussing the school sounds, the teacher reads the book What Is Your Favorite Thing to Hear? Each child is given a turn to describe his own favorite sound.

The teacher introduces the resonator pipes to the children and leads them in discovering the various sounds which can be produced. The progression of the tones from low to high is emphasized as the teacher places the instrument on a slight incline with the higher sounding pipes elevated. Sounding the lowest note, the teacher says:

(Teacher) "It sounds low."

The pupils are asked to use their voices to make a very low sound. The teacher asks:

(Teacher) "Does it sound high or low?"

The children answer:

(Pupils) "It sounds low."

The highest note on the xylophone is sounded and the teacher says:

(Teacher) "It sounds high."

The pupils are asked to use their voices to make a very high sound. The teacher asks:

(Teacher) "Does it sound high or low?"

The children answer:

(Pupils) "It sounds high."

Each child is given a turn to play all of the resonator pipes while the teacher talks with him individually about the low and the high sounds. The book Sounds Are High, Sounds Are Low is read and is discussed with the group. The teacher again plays all of the xylophone tones from low to high. Counting from the low end of the xylophone, the teacher removes all but the first, fifth, ninth and twelfth pipes. After placing the tones in a random order, the teacher sounds them, listens and arranges them in order from low to high. The pipes are placed again in a random arrangement and three pupils at a time are instructed to come to the xylophone, to sound the tones and to arrange them in a low to high order. While the small groups are working, the teacher leads the class in a discussion of the high and the low sounds of the pipes. The relationship between the length of the pipes and their sounds is also discussed as the words "long," "longer," "longest," "short," "shorter," and "shortest" are emphasized.

Activity 2

The teacher sings the song "Busy" and repeats it, demonstrating the motions until the children can join her. The song appears on the following page.

Using the tape recorder, the children's singing is recorded and then replayed. Each child is given a turn to record his voice, as he says:

(Pupil) "My name is (full name)."

When all of the children have spoken, the entire tape is replayed and the pupils are led to determine if they themselves have a high voice or a low voice. The teacher instructs each child in turn to make a high sound or a low sound to be recorded. The recording of the activity is replayed and the pitch of each sound is identified by the group. The teacher asks:

(Teacher) "Is it a high sound or a low sound?"

The children answer:

(Pupil) "It is a high (low) sound."

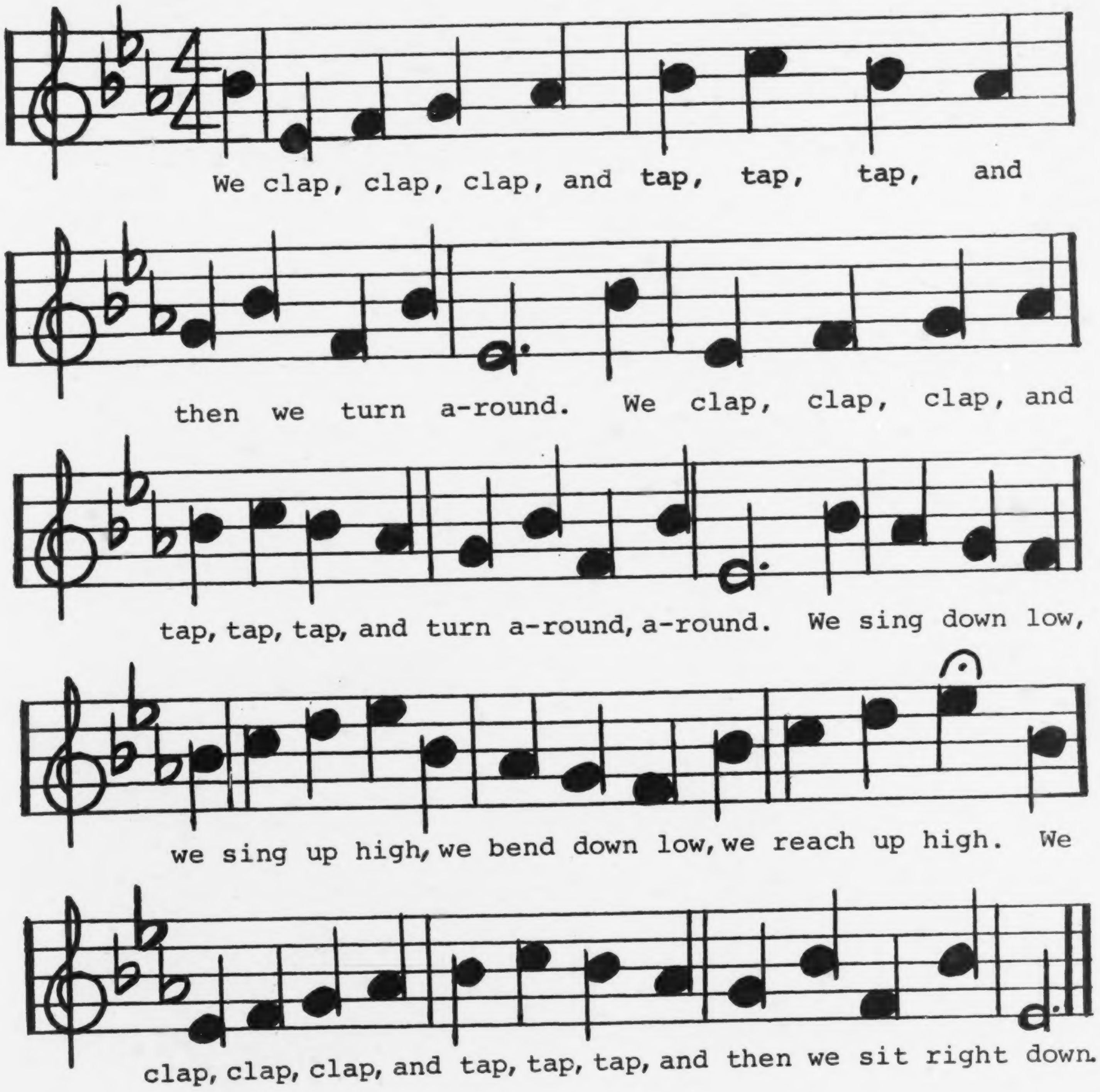
The group plays the game "Doggy, Doggy, Where's Your Bone?" which was learned in Lesson 7. The teacher emphasizes the role of the voice in revealing the identity of the child who took the "bone."

Lesson 8

"Busy"

Words Adapted

Alice E. Workman


We clap, clap, clap, and tap, tap, tap, and
then we turn a-round. We clap, clap, clap, and
tap, tap, tap, and turn a-round, a-round. We sing down low,
we sing up high, we bend down low, we reach up high. We
clap, clap, clap, and tap, tap, tap, and then we sit right down.

Activity 3

The group discusses the parts of the body which help us talk. Pointing in turn to her mouth, tongue, tooth and teeth; the teacher says:

(Teacher) "This (These) is (are) my mouth (tongue, tooth, teeth)."

The children are asked to point to those same parts of their own bodies and to repeat the identifying words: "mouth," "tongue," "tooth," and "teeth." The teacher leads a discussion of the functions of each part as they relate to the ability to speak. The tongue is particularly important because it controls the flow of air which forms words. The hands, the eyes and the ears work together describing objects and the tongue assists them by tasting. The children are encouraged to describe the tastes of various foods they enjoy, by saying:

(Pupils) "I like __________."

Each child is given some sugar to taste. While discussing the taste, the teacher leads the pupils to identify it as "sweet." The teacher asks:

(Teacher) "How does it taste?"

and the children answer:

(Pupils) "It tastes sweet."

The pupils name other foods which also taste sweet. The discussion and the dialogue are repeated as the children are given in turn salt, sour lemon-lime Kool-Aid powder, and bitter cocoa powder to taste. The teacher names a variety of different foods while the pupils practice identifying the tastes as "sweet," "sour," "salty" or "bitter." The teacher asks:

(Teacher) "How does (food) taste?"

and the children answer:

(Pupils) "It tastes salty (sweet, sour, bitter)."

The fact that most foods have a combination of the four tastes is discussed with the group. For a demonstration, the teacher adds sugar to the lemon-lime Kool-Aid powder and each child is given a taste. The children discuss the change which occurs in the taste of the powder.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The teacher explains that music is made by combining a variety of sounds into rhythms. The children are led to practice clapping rhythms as they are demonstrated by the teacher. Using resonator pipes or a xylophone, each child in turn is asked to play notes of his choice in the same rhythm that his classmates are clapping. In this way, the pupils are creating their own songs. Some children may wish to add original words to the music so that their voices are included in the activity.

   The pupils are led to compose a song about foods. Each child names his favorite food and tells why he likes it. The responses are recorded on a story chart and are then arranged in an order that can be sung. The children choose a rhythm and a tune while the teacher finds the corresponding notes on the xylophone. A recording of the pupils singing their own composition is made and is replayed for the class.

   The group may wish to illustrate their new song. Each child selects one of the foods mentioned and uses crayons and newsprint to create his impression of it. All of the artwork is arranged in order, corresponding to the ideas expressed in the song, and is stapled together in book form. The teacher turns the pages of the picture book as the children sing the song. The words are printed on the pictures and a copy of the music is included so that the book can be sung many times.

2. The teacher leads the pupils to relate high notes and low notes to the physical positions of high and low. When the children become proficient at distinguishing and imitating the pitches of sounds, the teacher demonstrates reaching high or low to correspond to each sound. A high pitch is also represented by a colored square placed near the top of the chalkboard, while a colored square is placed at the bottom of the chalkboard for a low sound. When three pitches are compared, the teacher identifies the middle sound and demonstrates its pitch by hand motions as well as by a colored square placed in the middle of the chalkboard. After the pitches of many audible sounds have been visibly represented, the pupils are led to estimate the pitch of a sound that has not yet been heard. The relative position of a square on the chalkboard and the heighth of the teacher's arms are the clues given to the class. The comparative words high, higher, highest, low, lower and lowest are emphasized in the discussion.

3. Each pupil describes his favorite sound, stating why he likes it. The teacher records the responses on a large story chart. When all the children have participated, the teacher arranges the quotations in an order similar

to that of a poem and rereads them to the class. The pupils are asked to repeat their descriptions (in the same order that their ideas appear in the poem) while a tape recording is made. As the recording is played for the group, the children discuss the various pictures they could make to illustrate their writing. Each pupil selects one portion of the text and uses crayons and newsprint to create his impression of its meaning. Finally, the completed artwork is arranged in the order of the ideas expressed in the poem and is stapled together in book form. While the recording is played, the teacher turns the pages of the book, revealing the illustrations. The words are printed on the pages so that the class has its own original book that can be read many times.

4. The teacher leads the children in a discussion of the composition of balanced meals. The various classes of foods are described and are compared. After considering the three basic meals that are eaten each day: breakfast, lunch and dinner, the class discusses the most healthful foods to eat at those times. The pupils are encouraged to describe to the group their favorite meals.

   The class is divided into groups of three children. Each of the members in the small groups selects one of the three daily meals. Using scissors and magazines, the pupils cut out pictures of healthful foods to be included in the meals they chose. Each child's pictures are pasted on a sheet of newsprint. The teacher discusses the children's work with them individually, emphasizing the particular food classes which apply to their selected diets. The pupils in each group combine their three meals and present them to the class as a day's menu. The various daily fares prepared by the different groups are compared.

5. The poem "Miss T." is read and is discussed with the class.

"Miss T."

It's a very odd thing—
   As odd as can be—
That whatever Miss T. eats
   Turns into Miss T.;
Porridge and apples,
   Mince, muffins and mutton,
Jam, junket, jumbles—
   Not a rap, not a button
It matters; the moment
   They're out of her plate,

(Continued on the next page)

"Miss T." (cont'd)

Though shared by Miss Butcher
   And sour Mr. Bate;
Tiny and cheerful
   And neat as can be,
Whatever Miss T. eats
   Turns into Miss T.

Walter de la Mare

6. Each child is given a piece of relatively thin paper that has been cut into a square, rectangular, circular or oval shape. The teacher assists the pupils to fold their papers several times so that all of the edges and the corners overlap. The children are given scissors and are instructed to cut variously sized openings and shapes in each of the folded edges. The paper is opened and is pasted flat on another sheet of paper. The colors of the two papers should be contrasting and small pieces of different colors of paper can be pasted under individual openings at the pupil's discretion. Each child has a turn to describe his work to the class.

7. One or several of the following books, records and filmstrips are used in correlation with the concepts studied in the lesson.

High Sounds, Low Sounds by Franklyn M. Branley, New York: Thomas Y. Crowell Company, 1967.

How You Talk by Paul Showers, New York: Thomas Y. Crowell Company, 1966. (Book and filmstrip)

Mr. Brown Can Moo like a Cow! Can You? by Dr. Seuss and A. S. Geisel, New York: Random House, 1970.

Night Noises by LaVerne Johnson, New York: Parents' Magazine Press, 1969.

SHHhhh — Bang by Margaret Wise Brown, New York: Harper and Row Publishers, 1943.

Teddy the Taster by Laurence F. Lowery, New York: Holt, Rinehart and Winston, Inc., 1969. ("I Wonder Why" Readers Series)

The Quiet Noisy Book by Margaret Wise Brown, New York: Harper and Row Publishers, 1950.

"Let's Listen," New York: Educational Record Sales. (Record)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Lemon

Chocolate

Talk - Talked

Speak - Spoke

Voice - Voices

Song - Songs

Sing - Sung

Meal - Meals

Eat - Ate

PROJECT LANGUAGE

LEVEL II

Lesson 9

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When given two items which smell alike and one which smells different and asked, "Which smell alike?" each child selects the two items which have the same smell and says, "These smell alike."

2. When given two items which smell alike and one which smells different and asked, "Which smells different?" each child selects the item which has the different smell and says, "This smells different."

3. When given an onion and asked, "You have an onion. Which parts of your body can you use to know for sure that it is an onion?" each child states two of the five pertinent body parts (hands, eyes, ears, nose and mouth) and their sensory perceptions of the onion.

MATERIALS:

- "Food and Nutrition" picture set
- Magazine pictures of food
- Peppermint candy (one piece for each child)
- Follow Your Nose by Paul Showers, New York: Thomas Y. Crowell Company, 1963.
- Smell sets (one for every five or six children)
  - Each set contains:
    - Two boxes, each with dried onions
    - Two boxes, each with perfume
    - Two boxes, each with cloves
    - Two boxes, each with pepper
    - Two boxes, each with vanilla
    - Two boxes, each with ground coffee
- What's Your Favorite Smell, My Dear? by Myra Tomback Gibson, New York: Grosset and Dunlap, 1964.
- 12" X 18" Newsprint (one sheet for each child)
- Crayons (used previously)
- "My Five Senses" (filmstrip) by Aliki, New York: Thomas Y. Crowell Company.
- Filmstrip projector
- Record player (used previously)

TIME: This lesson is planned for a two-hour period.

Lesson 9

PROCEDURE:

Activity 1

The teacher leads the children in a review discussion of the tastes of the familiar food items shown in the "Food and Nutrition" Picture Set and in the assorted magazine pictures. The four tastes which were studied in the previous lesson are emphasized: sweet, sour, salty and bitter. Each child is given a piece of peppermint candy to eat and is asked to describe its taste. The children are then instructed to hold their noses to discover the change that occurs in the taste of the candy. The teacher considers with the group the close relationship between the senses of taste and smell. The book Follow Your Nose is read and is discussed with the children. The pupils take turns describing the smells with which they are familiar.

The class is divided into small groups of five or six children. Each group is given a set of perforated smell boxes and the pupils are instructed to explore the various smells. The children are given turns to describe the odors to the class. The boxes are then placed in the centers of the groups. Each child chooses one box and becomes familiar with its smell. The pupils each choose a second box and compare its smell to that of their first choice. If the smells are different, the second box is passed to the next child. As soon as a pupil finds a second box that smells like his first box, he takes them both to the front of the group. When all the children are standing at the front of the room, the teacher asks:

(Teacher) "Do they smell alike or different?"

The children answer:

(Pupils) "They smell alike."

The pupils return to their groups and repeat the activity while looking for two smells which are different. When the children are again at the front of the room, the teacher asks:

(Teacher) "Do they smell alike or different?"

The pupils answer:

(Pupils) "They smell different."

Activity 2

The teacher reads to the pupils the book What Is Your Favorite Smell, My Dear? and encourages the children to describe their own favorite odors. Each child is given crayons and a sheet of newsprint. The pupils are instructed to close their eyes to imagine the appearances of the objects which have their favorite smells. The children are asked to make pictures on paper like the ones they see in their heads. When the pupils have finished, the teacher discusses each child's work with him individually while encouraging him to freely describe his favorite smell.

The teacher arranges a set of three smell boxes—two that are alike and one that is different. Each child in turn goes to the front of the room to smell the boxes. The teacher asks:

(Teacher) "Which smell alike?"

The pupil selects the two boxes which have the same odor and says:

(Pupil) "These smell alike."

The teacher asks:

(Teacher) "Which smells different?"

The child selects the one box with the odor which is unlike the other two and says:

(Pupil) "This smells different."

The three boxes are changed for three new ones after each child's turn.

Activity 3

The filmstrip "My Five Senses" is shown to the group. The children are led to remember what they have studied about the eyes—sight, ears—hearing, nose—smell, mouth—taste and hands—touch. The filmstrip is repeated without sound as the pupils discuss the concepts relating to the senses shown in each picture. The relationships between the five senses are emphasized as the teacher leads the group to think of various objects and to describe the impressions of those items that would be given by the hands, eyes, ears, nose and mouth. Examples of objects for discussion are: birds, flowers, cars, airplanes, water, etc. The eyes see the colors and the shapes of the items, the ears hear the sounds made by them, the hands feel the textures of them, the nose smells them and the mouth tastes them. The teacher emphasizes the everyday use of all the senses by most people to gain information about everything around them.

The teacher begins a game by thinking of an object which can be observed by at least two of the five body parts studied which provide sensory impressions. The characteristics of the item are described by saying, for example:

(Teacher) "I see that it is (color) and (shape)."
"I hear its sound (sound)."
"It smells (odor)."
"It tastes (taste)."
"It feels (texture)."
"What is it?"

The pupils try to identify the object of which the teacher is thinking. The first child who says:

(Pupil) "It is ____________."

becomes the next one to describe an object.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. Each child in turn tells the class of the most pleasant odor he can remember that can be smelled from a distance. The pupil details the imaginary path along which he would follow his nose to find the source of the smell. The odor's source is described to the group in terms of the variety of sensory impressions it would give: sights, tastes, sounds and feelings as well as smells. The teacher records each child's response on a story chart as his own original story. The pupils use crayons and sheets of newsprint to illustrate their writings. The words of their stories are printed on their picture pages and each child's book is read to the class. Those pupils who wish to do so, retell their own stories as they show the corresponding pictures.

2. The teacher demonstrates to the pupils the proper handling and care of books. The picture books used in the previous lessons concerning the body and its five senses are made available to the group for a "reading" time. Good library manners are emphasized by the teacher as the children's individual relationships with books are established. The teacher works with each child, encouraging him to discover the beginning and the end of his book, the order of the pages from left to right, the corners of the pages and the pictures.

3. Each pupil selects a colored ball of scented soap. The children discuss the sensory impressions of the soap that are given by their eyes, ears, noses, mouths and hands. The pupils are given small metal fingernail files and are instructed to carve their soap as they wish. Abstractions, animals and facial features are all possibilities for the sculptures. The most important aspect of the activity is the introduction of the pupils to a new and different art medium.

4. The children are given sheets of white paper and are instructed to wet them by using a sponge filled with water. Various colors of thin tempera paint are made available to the class. The teacher assists each pupil to dip a mixing stick into the colored paint of his choice and to drop small amounts of it onto his moistened paper. Several colors are used to complete the picture.

   When the paintings have dried, the children are given bottles of colored ink and short sticks, each with one slightly sharpened end. The teacher leads the pupils to examine their paintings and to imagine pictures suggested by the shapes they see. Using the sticks as pens in the ink, the children make imaginative drawings on top of the dried paint. Each child has a turn to describe his work to the class.

5. The following poem is read and is discussed with the class.

> The world is full of wonderful smells,
> And you have a nose that always tells
> Of bread in the oven, hot and nice,
> Of cake being baked with lots of spice,
> Of a barn with fresh-cut hay in the mows,
> Of horses and pigs and cats and cows,
> Of a dog when he's warm and lies in the sun,
> Of applesauce and chocolate and a sugar bun.
> Wouldn't it be dreadful if you'd no nose to tell
> Of every wonderful, wonderful smell?
>
> Zhenya Gay

6. The teacher reads the poem "Curious Something" and discusses it with the children.

"Curious Something"

> If I could smell smells with my ears,
> If sounds came buzzing in my nose,
> If in my lips were looks and tears,
> Tongues in my eyes, do you suppose
> That I should have this kind of face,
> Or something curious in its place?
>
> Winifred Welles

7. One or several of the following books, records and film-strips are used in correlation with the concepts studied in the lesson.

A Box Tied with a Ribbon, Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

An Apple Is Red, Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

First Delights; a Book about the Five Senses by Tasha Tudor, New York: Platt and Munk Publishers, 1966.

Little Bunny Follows His Nose by Katherine Howard, New York: Golden Press, 1971. (A Golden Fragrance Book)

Sweet as a Rose by Laurence F. Lowery, New York: Holt, Rinehart and Winston, Inc., 1969. ("I Wonder Why" Readers Series)

"More Sensory - Perceptual Learnings," Glendale, California: Bowmar. (Picture Story Set from "Early Childhood" Series)

"Sights and Sounds," Glendale, California: Bowmar. (Record from "The Best in Children's Literature" Series)

"The Five Senses," Glendale, California: Bowmar. (Record from "The Best in Children's Literature" Series)

"Follow Your Nose" (Filmstrip) by Paul Showers, New York: Thomas Y. Crowell Company, 1963.

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Book - Books

Picture - Pictures

Senses

Smelled

Beginning

End

Corner - Corners

Turn - Turned

PROJECT LANGUAGE

LEVEL II

Lesson 10

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When asked to count the fingers on one hand, each child counts to five.

2. When given an identifying marker on his right foot and asked, "Where is your right foot?" each child answers by pointing to his right foot and saying, "Here is my right foot."

3. When given an identifying marker on his right foot and asked, "Where is your left foot?" each child answers by pointing to his left foot and saying, "Here is my left foot."

4. When instructed by the teacher, "Walk," "Run," "Jump" and "Hop;" each child performs the actions.

5. When asked, "What are you doing?" while performing the actions of walking, running, jumping and hopping; each child says, "I am walking," "I am running," "I am jumping" and "I am hopping."

6. When asked, "What were you doing?" after performing the actions of walking, running, jumping and hopping; each child says, "I was walking," "I was running," "I was jumping" and "I was hopping."

MATERIALS:

Flannel board (used previously)
Instructo flannel-board set, "My Face and Body" (used previously)
Ball of red yarn (used previously)
Ball of green yarn (used previously)
Flannel-board set of numerals (used previously)
The Foot Book by Dr. Seuss, New York: Random House, 1968.
12" X 18" Newsprint (one sheet for each child)
Crayons (used previously)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

Using the flannel-board set, "My Face and Body," the teacher reviews with the children the following body parts which were studied previously: hands, eyes, ears, mouth, and nose. Particular emphasis is given to the five senses they provide.

The teacher leads the pupils to count various sets of body parts, beginning with the head, nose and mouth—each of which are only one. The counting continues with the two ears, two eyes, two hands, two feet, ten fingers and ten toes. Since the children are familiar with the functioning of all of the counted parts except the feet and the toes, the group begins a discussion of those two body parts. With her back to the children so that the positions of her right foot and left foot match those of the children, the teacher points to her right foot and compares it to her right hand, saying:

(Teacher) "Here is my right foot."

Repeating the identification with her left foot, the teacher says:

(Teacher) "Here is my left foot."

Each child follows the teacher in identifying his own right foot and left foot.

A piece of red yarn is tied in a knot around the right ankle of each girl. The teacher asks:

(Teacher) "Where is your right foot?"

The girl points to her right foot and answers:

(Girl) "Here is my right foot."

A piece of green yarn is tied in a knot around the right ankle of each boy. The teacher asks:

(Teacher) "Where is your right foot?"

The boy points to his right foot and answers:

(Boy) "Here is my right foot."

Each child's left foot (which has no yarn) is identified by the teacher, saying:

(Teacher) "Here is your left foot."

All of the pupils are then asked:

(Teacher) "Where is your left foot?"

The children point to their left feet and answer:

(Pupils) "Here is my left foot."

Special emphasis is given during the class period to the right feet, the left feet, the right hands and the left hands of the children. All of the numerals are placed on the flannel board. The teacher leads the pupils to determine which numeral represents their "one" left foot, their "one" right foot and finally their "two" feet. Pointing in turn to the numerals one and two, the teacher asks:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral one (two)."

The pupils are instructed to form a circle to play "The Hokey Pokey" learned in Lesson 5.

Activity 2

The teacher reads The Foot Book to the children and discusses with them the various actions which the feet and the legs can perform. The action of walking is demonstrated by the teacher as she says:

(Teacher) "I am walking."

All of the children are instructed to walk with the teacher. The teacher asks:

(Teacher) "What are you doing?"

and the pupils answer:

(Pupils) "I am walking."

The teacher repeats the demonstration, group practice and dialogue with the actions of running, jumping, hopping and skipping. A distinction should be made between jumping on two feet and hopping on one foot. The teacher then gives the directions for the children to:

(Teacher) "Walk."
"Run."
"Jump."
"Hop."
"Skip."

The order of the actions is varied as the activity is repeated. While the pupils are performing each movement, the teacher asks:

(Teacher) "What are you doing?"

The children answer:

(Pupils) "I am walking (running, jumping, hopping, skipping)."

After each action is completed, the teacher says:

(Teacher) "I was walking (running, jumping, hopping, skipping)."

The teacher asks the pupils:

(Teacher) "What were you doing?"

The children practice answering:

(Pupils) "I was walking (running, jumping, hopping, skipping)."

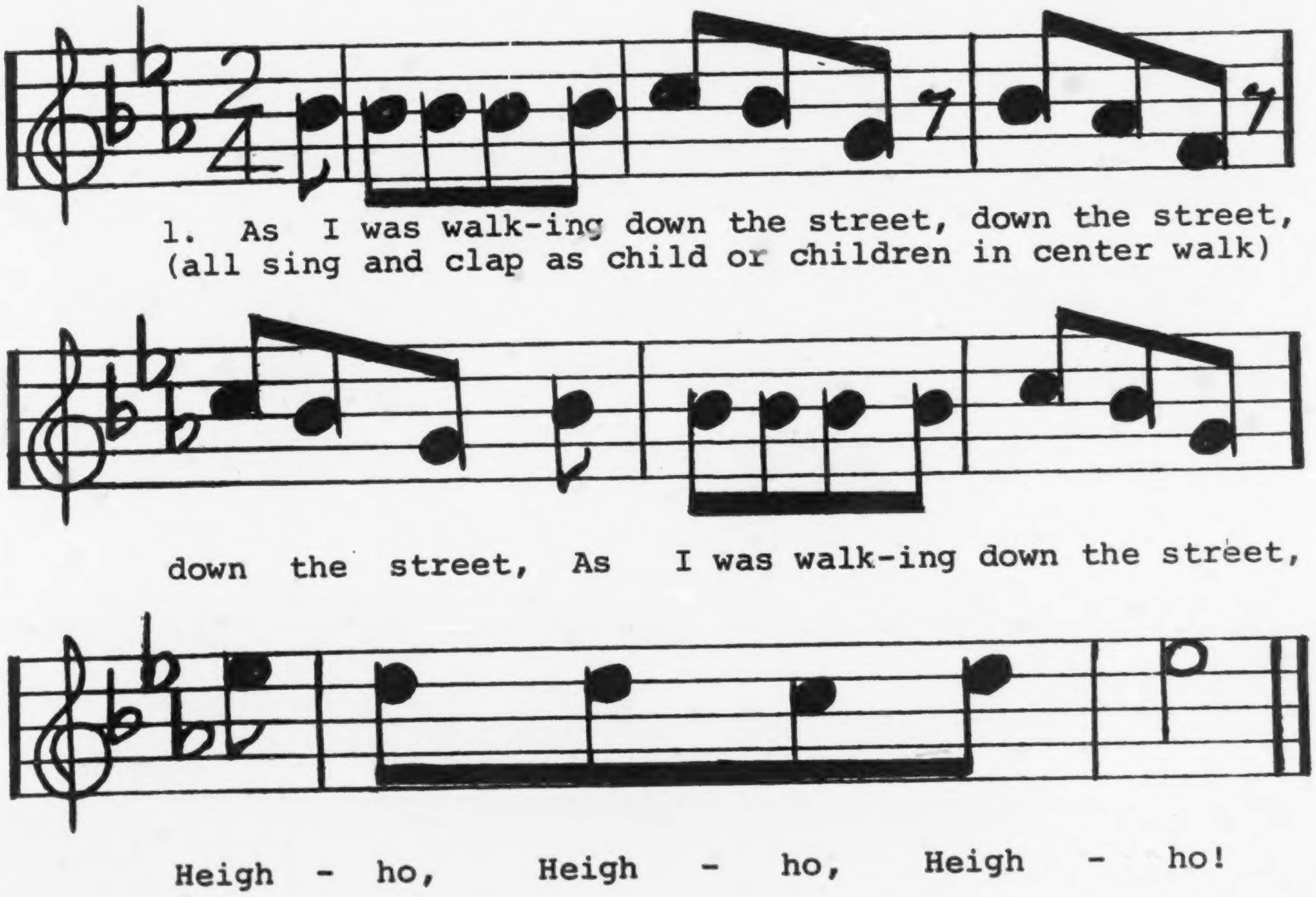
The pupils form a circle and the teacher demonstrates walking around the inside of the circle, choosing a "friend" and skipping—while singing "As I Was Walking down the Street." The teacher and the "friend" finish skipping and walk around the circle, each looking for a new "friend" as the song is repeated. The game continues until all children have been chosen to join the group in the center. The song appears on the following page.

Activity 3

The children are instructed to remove their shoes and socks and to look carefully at their feet. The teacher leads the pupils to count their ten toes. The group discusses footprints and how they are made when children or animals walk on some soft surfaces. A footprint can also be made by drawing around the foot with a crayon. Each child chooses a friend and learns his name. Both pupils are given crayons and large sheets of newsprint. The teacher instructs one child of each pair to remove his shoes and socks and to put his right foot on the paper while his friend draws around it. The same child is then asked to put his left foot on the paper so that his friend can outline it. The entire procedure is repeated as the first child draws around the feet of his friend. When all have finished, the teacher prints each child's name on his paper and discusses with him individually a comparison of his left foot and his right foot. The numeral one is printed below each foot while the numeral two is printed above both feet.

"As I Was Walking down the Street"

Traditional


1. As I was walk-ing down the street, down the street,
(all sing and clap as child or children in center walk)
down the street, As I was walk-ing down the street,
Heigh - ho, Heigh - ho, Heigh - ho!

2. A good, good friend
I chanced to meet, Etc.
(each child in center chooses a friend)

3. Tra-la-la and away we go,
Away we go, away we go. Etc.
(all children in center skip with their friends around the circle while all clap)

Lesson 10

NOTE:

Timid children who do not wish to remove their shoes may simply observe the feet of their classmates or make footprints with their shoes on their feet.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The children practice jumping a rope while counting to see how many times they are successful. If the pupils are unable to jump a turning rope, they can practice jumping over it as it is held steady at various levels of "high" and "low."

2. The pupils are directed to run a variety of races. Individuals race while running, jumping, skipping, hopping, walking, etc. Teams are formed to run relay races using the same actions. The teacher leads the children to identify the competitors who are fast, faster, fastest, slow, slower and slowest.

3. The concept of marching is introduced to the class. While playing a drum, the teacher demonstrates stepping with the beat on first the left foot and then the right foot. The children line up and practice marching to the drum beat. When the pupils have become more proficient at performing the action, a leader is selected to beat the drum. The remaining children are given a variety of rhythm instruments to play as they march.

4. The class learns to play the game "Follow the Leader." The pupils form a line behind one child who is the "leader." Everyone performs the actions demonstrated by that "leader." The foot movements studied in the lesson are emphasized in the game. Each child is given a turn to lead the group.

5. The children's footprints made in the lesson are collected into one group. The teacher leads the class to compare the footprints and to determine those that are big (large), bigger (larger), biggest (largest), little (small), littler (smaller), and littlest (smallest). Comparisons of length and width are also discussed, emphasizing the following words: long, longer, longest, short, shorter, shortest, wide, wider, widest, narrow, more narrow and most narrow. The class arranges the footprints in order from the smallest to the largest and the teacher displays them in the classroom for a short time.

6. The teacher collects a variety of footprint pictures—two of each kind of track. The pictures are pasted individually on cards to form a set. The children discuss the persons or the animals that could have made the different footprints. Each pupil is then given one card. The teacher selects a child to show to the group the footprint pictured on his card. The pupil whose card has the matching picture identifies it and joins the first child. The teacher continues asking children to display their cards until all of the footprints have been paired.

Lesson 10

Individual children are given turns to match into pairs all of the pictures in the set. Teams are formed and each is given half of the set of cards. The groups race to see which is first in matching all of their footprint pictures. Sheets similar to bingo cards are made and are mimeographed. The pupils are given the sheets along with several small squares of paper. As the teacher holds up a footprint picture, the children check their papers for that same track and place a' small square on it if they find it. The first child to have a completed "path" of footprints (horizontally, vertically or diagonally) is the winner and has the next turn to hold up the cards. The class discusses following footprints to find an animal or a person.

7. The poem "Hinges" is read and is discussed with the children.

"Hinges"

I'm all made of hinges,
'Cause everything bends,
From the top of my neck
Way down to my ends.

I'm hinges in front
And I'm hinges in back:
But I HAVE to be hinges
Or else I would crack.

Aileen Fisher

8. The following poem is read and is discussed with the class.

Jump—jump—jump—
Jump away
From this town into
The next, to-day.

Jump—jump—jump—
Jump over the moon;
Jump all the morning,
And all the noon.

Jump—jump—jump—
Jump all night;
Won't our mothers
Be in a fright?

Jump—jump—jump—
Over the sea;
What wonderful wonders
We shall see.

(Continued on the next page)

(cont'd)

Jump—jump—jump—
Jump far away;
And all come home
Some other day.

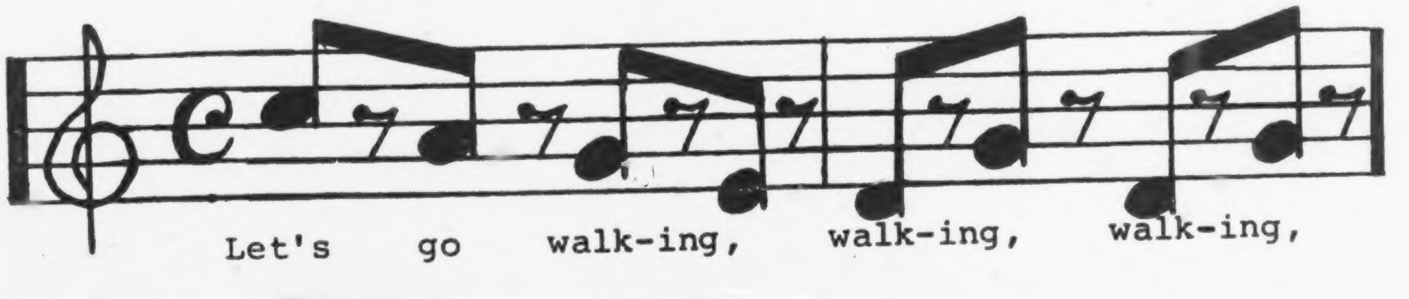
Kate Greenaway

9. The teacher sings the song "Let's Go Walking," repeating it while the children learn the words. The group dramatizes each verse.

"Let's Go Walking"

Alice G. Thorn

Words Adapted


Let's go walk-ing, walk-ing, walk-ing,
Let's go walk-ing far, far a-way;
Let's walk back a-gain, back a-gain, back a-gain,
Let's walk home a-gain, back the same day.

(Continued on the next page)

"Let's Go Walking" (cont'd)

2. Let's go running,
   Etc.

3. Let's go jumping,
   Etc.

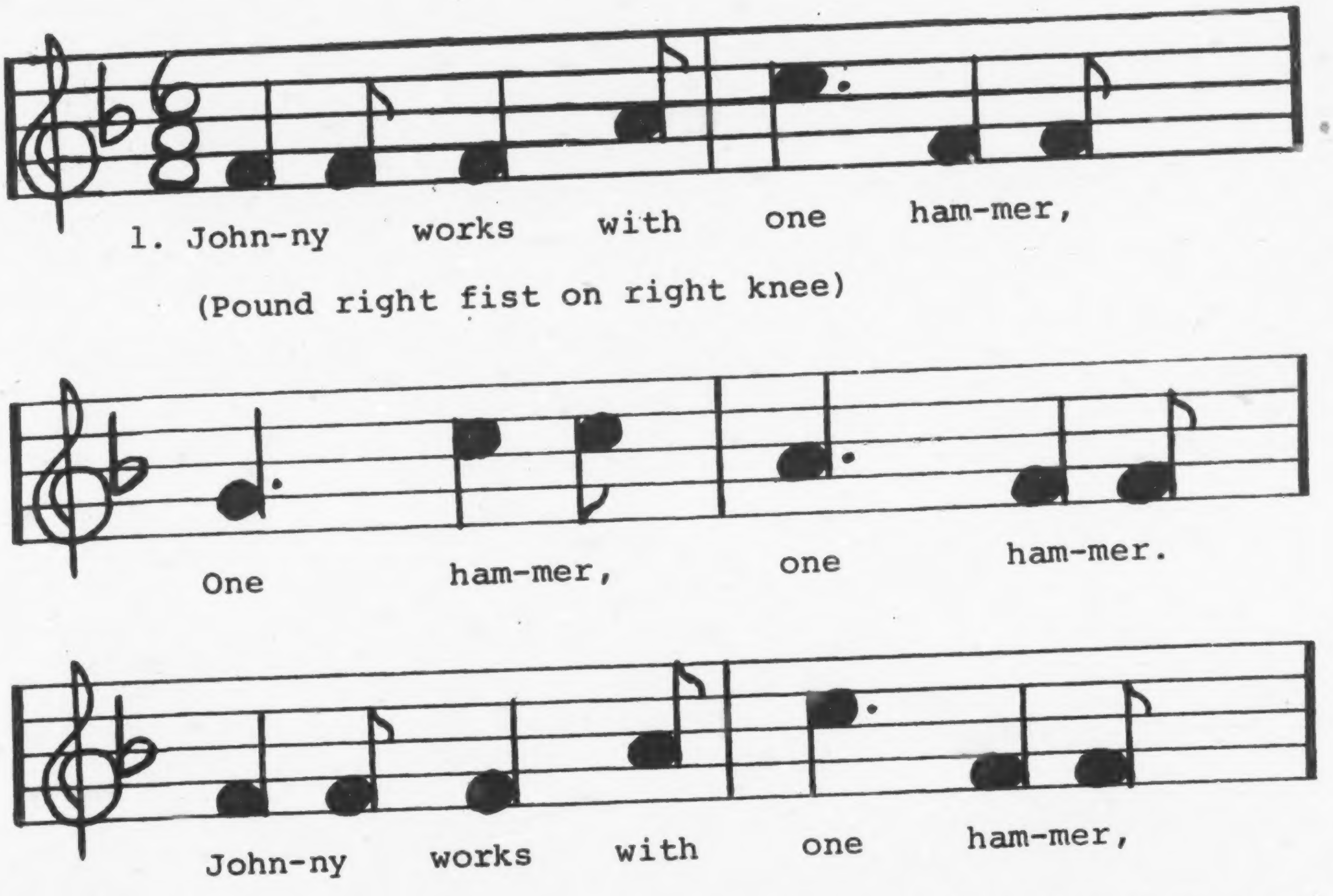
4. Let's go hopping,
   Etc.

5. Let's go skipping,
   Etc.

10. The teacher sings and demonstrates the song "Johnny Works with One Hammer," repeating it while the children learn the words and the motions.

"Johnny Works with One Hammer"

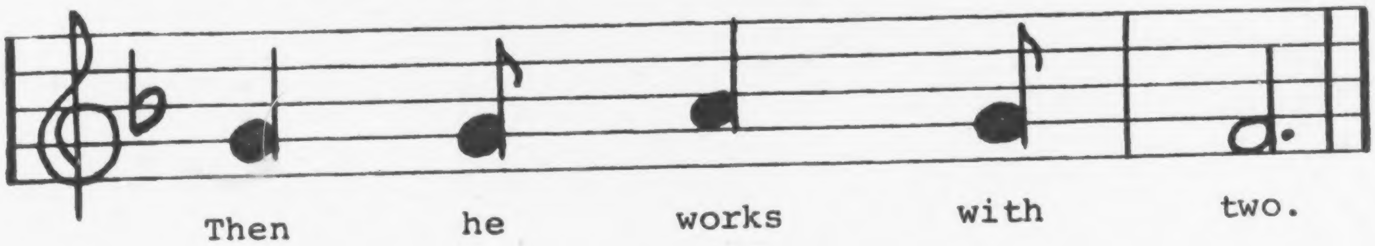
Folk Song


1. John-ny works with one ham-mer,
One ham-mer, one ham-mer.
John-ny works with one ham-mer,

(Pound right fist on right knee)

(Continued on the next page)

"Johnny Works with One Hammer" (cont'd)



2. Johnny works with two hammers,
   Etc.

   (pound both fists on corresponding knees)

3. Johnny works with three hammers,
   Etc.

   (tap right foot while pounding both fists)

4. Johnny works with four hammers,
   Etc.

   (tap both feet while pounding both fists)

5. Johnny works with five hammers,
   Etc.
   Then he goes to sleep.

   (move head forward and backward along with other movements—finally go to sleep)

11. The following book and record can be used in correlation with the concepts studied in the lesson.

    Big Tracks, Little Tracks by Franklyn M. Branley, New York: Thomas Y. Crowell Company, 1960.

    "Classroom Rhythms," New York: Educational Record Sales. (Record)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Toenails

Heel - Heels

Walking - Walked

Running - Ran

Jumping - Jumped

Dance - Dancing - Danced

Hopping - Hopped

Skipping - Skipped

Stand - Standing - Stood

Race - Raced

Win - Won

PROJECT LANGUAGE

LEVEL II

Lesson 11

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When asked, "What is she doing?" while watching a girl classmate walk, each child says, "She is walking."

2. When asked, "What are they doing?" while watching two classmates walk, each child says, "They are walking."

3. When asked, "What was he doing?" after watching a boy classmate run, each child says, "He was running."

4. When asked, "What were they doing?" after watching two classmates jump, each child says, "They were jumping."

5. When shown a short child and a tall child and asked, "One child is taller than the other child. Who is taller?" each pupil points to the taller child and says, "(Child's name) is taller than (child's name)."

6. When shown a short child and a tall child and asked, "One child is shorter than the other child. Who is shorter?" each pupil points to the shorter child and says, "(Child's name) is shorter than (child's name)."

7. When shown two short children and one tall child and asked, "Who is the tallest?" each pupil points to the tallest child and says, "(Child's name) is the tallest."

8. When shown two tall children and one short child and asked, "Who is the shortest?" each pupil points to the shortest child and says, "(Child's name) is the shortest."

MATERIALS:

Ten feet of brown wrapping paper (two pieces, each five feet long)
Flannel-board set of numerals (used previously)
Flannel board (used previously)
Paper sacks (one for each child)
Crayons (used previously)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher reviews with the group the actions which were studied in the previous lesson: walking, running, jumping, hopping and skipping. Each child is given a turn to perform in front of the group the action directed by the teacher. While the child is performing the movement, the pupils are asked:

(Teacher) "What is he (she) doing?"

The children answer:

(Pupils) "He (She) is walking (running, jumping, hopping, skipping)."

The teacher asks the child:

(Teacher) "What are you doing?"

The child answers:

(Pupil) "I am walking (running, jumping, hopping, skipping)."

Two or three children are instructed to walk, run, jump, hop or skip together in front of the class. While they are moving, the teacher asks the group:

(Teacher) "What are they doing?"

The children answer:

(Pupils) "They are walking (running, jumping, hopping, skipping)."

The pupils performing the action are asked:

(Teacher) "What are you doing?"

They answer:

(Pupils) "We are walking (running, jumping, hopping, skipping)."

Each child is given a turn to participate.

The teacher places on the floor a piece of brown wrapping paper (five feet long) or some newspaper. All of the pupils are asked to close their eyes while one child is secretly instructed to walk, run or jump on the paper. The group listens carefully to determine which action the child is performing. When the child has completed the movement, the teacher asks the group:

(Teacher) "What was he (she) doing?"

The pupils answer:

(Pupils) "He (She) was walking (running, jumping)."

The child is asked:

(Teacher) "What were you doing?"

and he answers:

(Pupil) "I was walking (running, jumping)."

When the group has become familiar with the procedure, each child has a turn to listen to a classmate's action and to answer the question:

(Teacher) "What was he (she) doing?"

by saying:

(Pupil) "He (She) was walking (running, jumping)."

Several children are instructed to walk, run, jump, hop or skip together in front of the class. After the group has watched the action, the teacher asks:

(Teacher) "What were they doing?"

The pupils answer:

(Pupils) "They were walking (running, jumping, hopping, skipping)."

The children who performed are asked:

(Teacher) "What were you doing?"

They answer:

(Pupils) "We were walking (running, jumping, hopping, skipping)."

Each child is given a turn to participate.

The teacher reads the poem "Feet" and discusses it with the group.

"Feet"

There are things
Feet know
That hands never will:
The exciting
Pounding feel
Of running down a hill;

The soft cool
Prickliness
When feet are bare
Walking in
The summer grass
To almost anywhere;

Or dabbling in
Water all
Slip-sliddering through toes —
(Nicer than
Through fingers though why
No one really knows).

"Toes, tell my
Fingers," I
Said to them one day,
"Why it's such
Fun just to
Wiggle and play."

But toes just
Looked at me
Solemn and still.
Oh, there are things
Feet know
That hands NEVER WILL.

Dorothy Aldis

The teacher reviews with the group the numerals one and two which can represent a hand, a foot, both hands or both feet. Placing the numerals on the flannel board, the teacher points to each in turn and asks:

(Teacher) "Which numeral is this?"

The children answer:

(Pupils) "That is the numeral one (two)."

After discussing the fact that the numeral one can also represent each child with the body parts previously studied, a name, friends, etc; the teacher leads the pupils to sing, "Where Is Mary?" to the tune of "Where Is Thumbkin?" (The real names of the pupils are used rather than "Mary.") The teacher sings the questions and the child who is named sings the responses.

"Where Is Mary?"

Words Adapted Traditional

Where is Mary?) Teacher sings
Where is Mary?)

Here I am!) Child sings while standing
Here I am!)

How are you this morning?) Teacher sings

Very well and thank you.) Child sings

Please sit down.) Teacher sings
Please sit down.)

Activity 2

Each child is given crayons and a paper sack. The teacher demonstrates making the sacks into puppets. The pupils are instructed to make puppets which look like they themselves do. The colors used for their hair, eyes and clothes should match their own actual appearances. The boys make boy puppets while the girls make girl puppets--the differences in the clothes and the hair of the sexes will be apparent. When the children have finished, they take their puppets and use them to talk to their friends. The teacher discusses each child's work with him individually while encouraging him to describe it freely.

Activity 3

A piece of brown wrapping paper (five feet long) is attached to the wall. The teacher leads the group in a discussion of the different sizes of individual children. Each child in turn stands with his back to the paper while the teacher marks his height with a crayon. After printing the child's name beside the mark, the teacher compares his height to the marks already on the paper. The comparative words "short," "tall," "shorter," "taller," "shortest" and "tallest" are emphasized in the discussion. When all of the children have been measured, the teacher leads the group to identify the tallest and the shortest pupils. The teacher asks:

(Teacher) "Who is the tallest (shortest)?"

The pupils respond:

(Pupils) "(Child's name) is the tallest (shortest)."

Various sets of two children are asked to come in turn to the front of the group. The teacher asks:

(Teacher) "One child is shorter than the other child. Who is shorter?"

The pupils answer:

(Pupils) "(Child's name) is shorter than (child's name)."

The dialogue is repeated in order to determine the taller child.

Sets of three children are asked to come in turn to the front of the group. Two pupils are short while one is tall or two pupils are tall while one is short. The teacher asks the group:

(Teacher) "Who is the tallest (shortest)?"

The children answer:

(Pupils) "(Child's name) is the tallest (shortest)."

As the sets of children are varied, individual pupils are given turns to answer the questions.

Each child is given page 6 of the Pupil's Book. The teacher points in turn to the left and the right sides of the page, identifying them as:

(Teacher) "This is the left (right) side of the page."

The children are instructed to point first to the left side and then to the right side of the page. The teacher asks as they point:

(Teacher) "Which side of the page is this?"

The pupils answer:

(Pupils) "This is the left (right) side of the page."

The children pictured on the page are identified as boys or as girls. The teacher points to each picture in turn and asks:

(Teacher) "Is he (she) a boy or a girl?"

The children answer:

(Pupils) "He (She) is a boy (girl)."

The heights of the children pictured are compared and are discussed. The teacher asks a boy and a girl to stand together in front of the group. The teacher asks:

(Teacher) "One child is taller than the other child. Who is taller?"

The pupils answer:

(Pupils) "(Child's name) is taller than (child's name)."

The dialogue is repeated as the group determines which child is shorter. The height relationship of the pupils standing in front of the class is compared to that of the children pictured on the Pupil's Book page.

The pupils are given crayons and are instructed to make lines under the pictures of the two children who show the same height relationship as the pupils standing at the front of the room. The teacher discusses each child's work with him individually while encouraging him to speak correctly.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The teacher directs the pupils to create a dialogue to be used with the paper sack puppets made in the lesson. The characters can be of different heights as the puppets are held high or low. The drama should include ideas related to the subjects studied in all of the previous lessons: body parts, names, boys, girls, heights, classmates, etc. Each pupil is given a role to play and a specific area of the classroom is designated for the puppet theater.

2. The pupils are asked to stand in an open space. One child is selected to be "It," is blindfolded and is instructed to walk around the area trying to catch a classmate. When "It" touches another pupil, he asks him:

   ("It") "Are you a boy or a girl?"

   The child who was touched answers:

   (Pupil) "I am a boy (girl)."

   "It" asks the child other questions, such as:

   ("It") "Are you short or tall?" "Where is your hand?" "Where is your head?" "What color is your hair?" etc.

   When "It" recognizes the voice of the answering child, "It" identifies the pupil by saying:

   ("It") "Is your name ____________?"

   The child answers:

   (Pupil) "Yes," or "No."

   Each pupil has a turn to be "It."

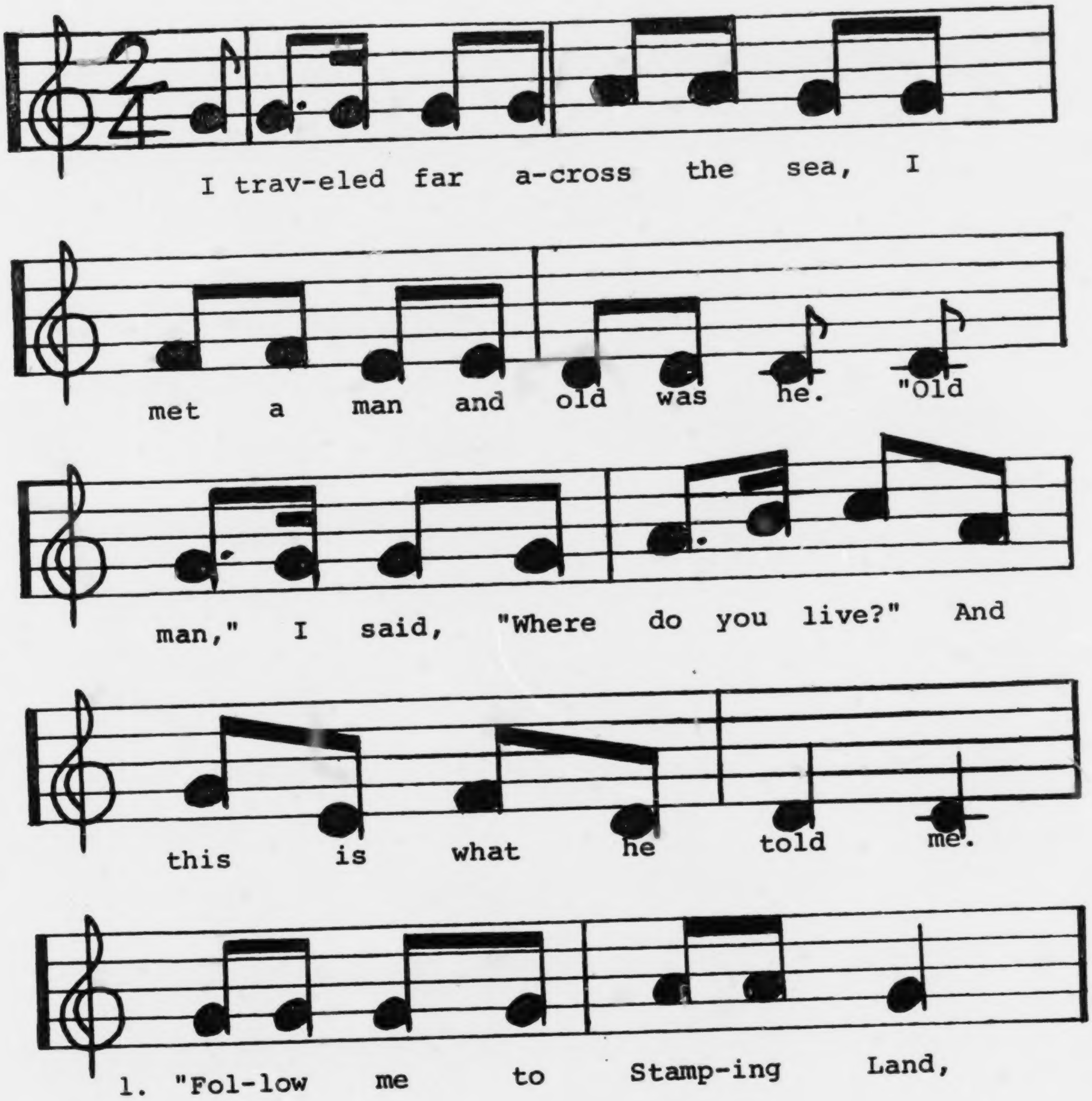
3. After collecting an assortment of cardboard boxes, the teacher assists the children in connecting the boxes to form the large figure of a child. The class decides whether the figure is to be that of a girl or that of a boy. When the boxes are firmly bound together, the pupils use tempera paints, scraps of cloth, yarn, buttons, etc. to clothe the figure and to add facial features, hair, ears, etc. The finished creation remains in the classroom on display as a summary project for the first unit of study. The children may wish to name the child and to create a story about him which the teacher records on a story chart.

4. The teacher sings and demonstrates the song "Stamping Land," repeating it while the children learn the words and the motions.

"Stamping Land"

Louise Kessler

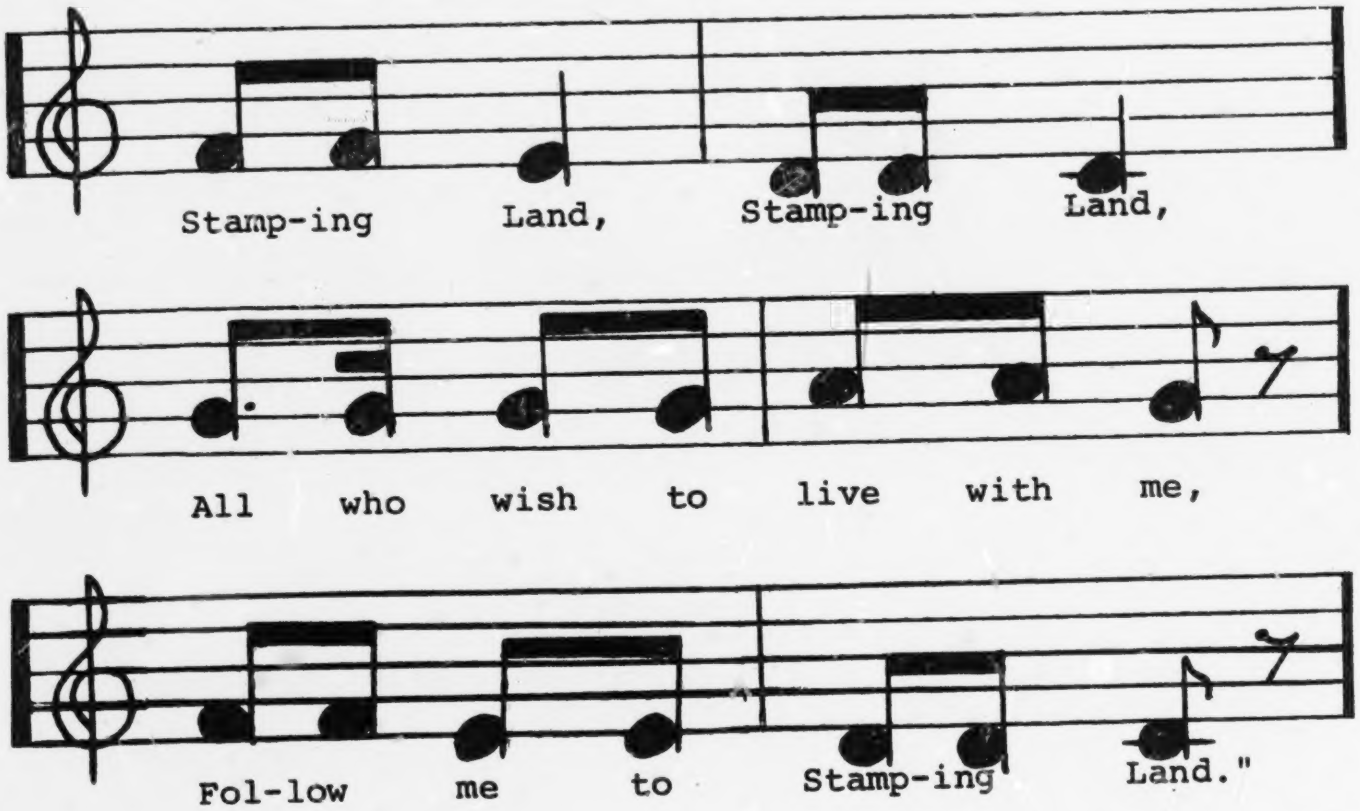
Danish Folk Song


I trav-eled far a-cross the sea, I
met a man and old was he. "Old
man," I said, "Where do you live?" And
this is what he told me.
1. "Fol-low me to Stamp-ing Land,

(Continued on the next page)

Lesson 11

"Stamping Land" (cont'd)


Stamp-ing Land, Stamp-ing Land,
All who wish to live with me,
Fol-low me to Stamp-ing Land."

2. Follow me to Clapping Land,
   Etc.

3. Follow me to Pointing Land,
   Etc.

4. Follow me to Skipping Land,
   Etc.

5. Follow me to Nodding Land,
   Etc.

6. Follow me to Tapping Land,
   Etc.

7. Follow me to Hopping (on one leg) Land,
   Etc.

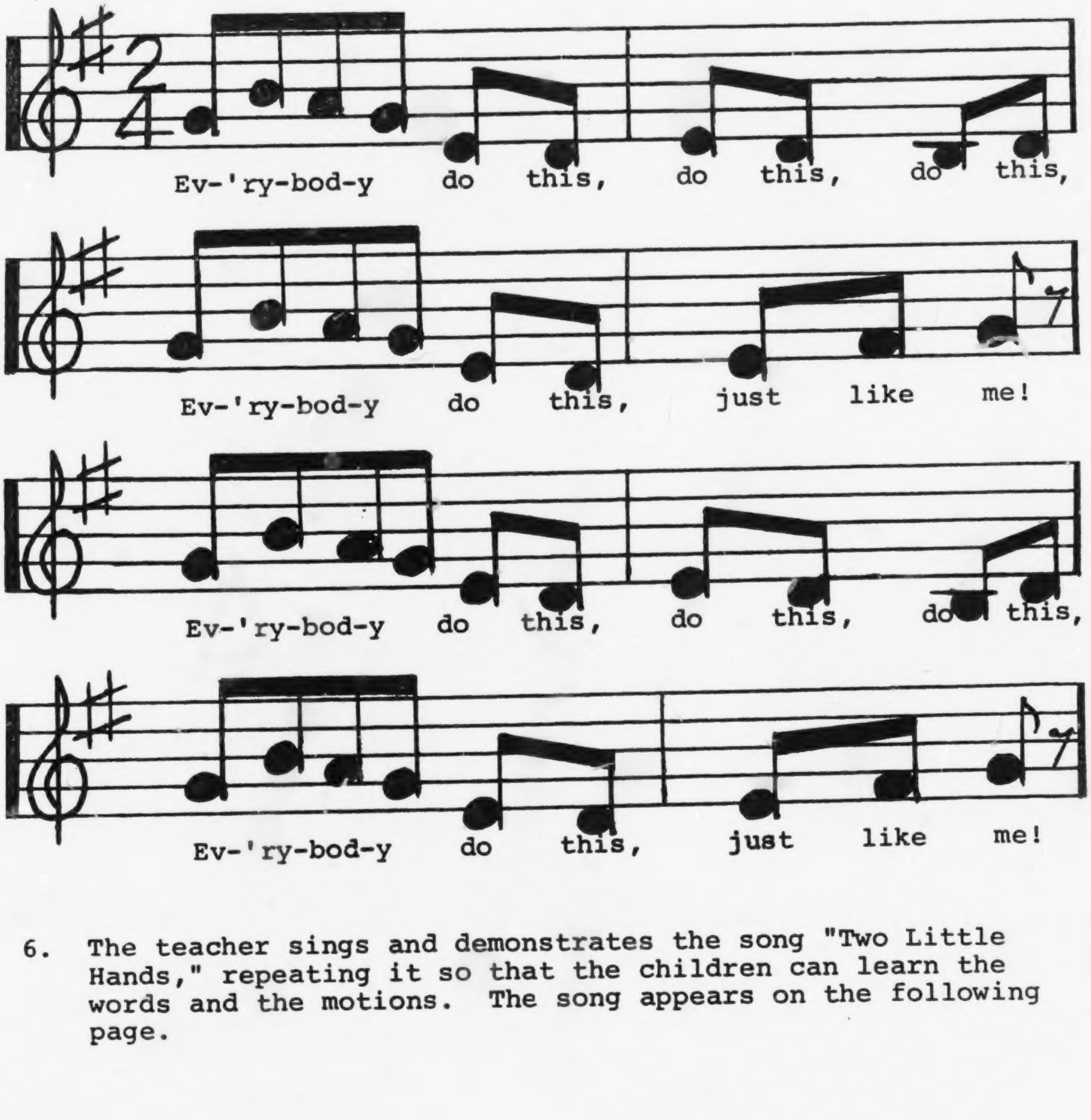
The children create additional verses.

5. The teacher sings the song "Everybody Do This" while performing an action which the pupils imitate. When the children have learned the words, they take turns initiating the actions for the class to perform.

"Everybody Do This"

Mary Miller

American Folk Song


Ev-'ry-bod-y do this, do this, do this,
Ev-'ry-bod-y do this, just like me!
Ev-'ry-bod-y do this, do this, do this,
Ev-'ry-bod-y do this, just like me!

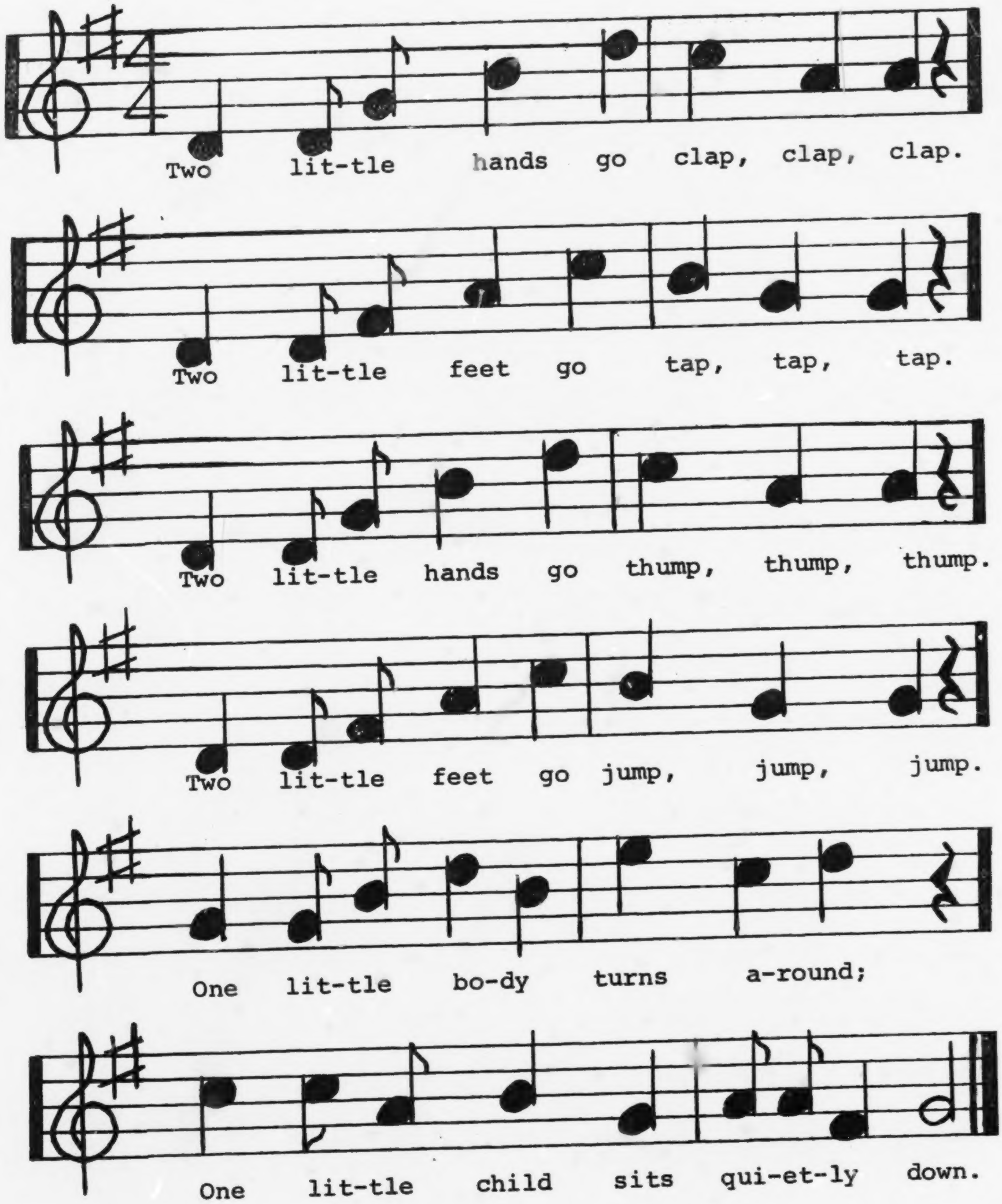
6. The teacher sings and demonstrates the song "Two Little Hands," repeating it so that the children can learn the words and the motions. The song appears on the following page.

Lesson 11

"Two Little Hands"

Unknown

Lucille F. Wood


Two lit-tle hands go clap, clap, clap.
Two lit-tle feet go tap, tap, tap.
Two lit-tle hands go thump, thump, thump.
Two lit-tle feet go jump, jump, jump.
One lit-tle bo-dy turns a-round;
One lit-tle child sits qui-et-ly down.

Lesson 11

7. One or several of the following books are used in correlation with the concepts studied in the lesson.

A Friend Is Someone Who Likes You by Joan Walsh Anglund, New York: Harcourt, Brace and World.

AMA's Miracle of Life and Sex Education Series, American Medical Association, Chicago, Illinois.

The Smallest Boy in the Class by Jerrold Beim, New York: William Morrow and Company, Inc., 1949.

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Sit - Sat

Listen - Listened

Hear - Heard

Draw - Drawn

Picture - Pictures

Under

Know - Knew

UNIT TWO

"The Home and Family"

Lessons 12-16

Unit Two - The Home and Family

SEQUENTIAL OUTLINE OF SUBJECT MATTER

I. Knowledge of school

   A. Consideration of school facilities

      1. Description of classroom, teacher and classmates

      2. Identification of general locations: offices, clinic, gymnasium, cafeteria, classrooms, rest rooms, library, playground, etc.

      3. Familiarization with school personnel

   B. Recognition of distance between school and home

      1. Association of all classmates with homes

      2. Determination of possible modes of transportation

      3. Identification of school bus

II. Knowledge of houses

   A. Recognition of exterior structure

      1. Description of each child's house

      2. Identification of component parts: roof, doors, windows

         a. Enumeration of sets of features
         b. Association of set of windows with numeral three
         c. Recognition of triangle
            (1) Determination of resemblance to parts of house
            (2) Reproduction of shape

      3. Representation by each child of own house

   B. Recognition of interior structure

      1. Determination of door as house entrance

2. Identification of rooms: living room, bedroom, bathroom, kitchen, etc.
    a. Determination of activities in each room
    b. Specification of furniture items
        (1) Naming of furniture pieces
        (2) Placement of articles in rooms

3. Representation by each child of own house

III. Knowledge of families

A. Consideration of group composition

1. Identification of members: father, mother, brother, sister, baby, grandmother, grandfather, etc.

2. Recognition of possible variations in family groups

3. Description of appearances and roles of individuals
    a. Dramatization of members
    b. Discrimination of size comparisons: little (small), littler (smaller), littlest (smallest), big (large), bigger (larger), biggest (largest)
    c. Identification of height comparisons: short, shorter, shortest, tall, taller, tallest

4. Recognition of representations
    a. Identification of photographs
    b. Creation of pictures by each child of own family

5. Determination of ages
    a. Association of relative sizes with age
    b. Consideration by each child of own age
        (1) Recogniation of meaning of age
        (2) Association of own age with appropriate numeral

B. Consideration of clothing

1. Identification of items: skirt, blouse, dress, purse, pants, shirt, shoes, coat, tie, hat, etc.

2. Recognition by each child of own clothes

3. Association of individual family member with appropriate clothing article

   a. Discrimination according to sex
   b. Discrimination according to size

C. Consideration of variety of home locales

1. Determination of possibilities: city, town, country, farm

2. Description of each environment

3. Recognition by each child of own locale

   a. Specification of area
   b. Identification of address

LISTENING SKILLS

1. Answer questions correctly.
2. Discuss books and poems that have been read to the class.
3. Follow directions.

   Examples:

   a. Point to the picture when instructed, "Point to the picture of a girl."

   b. Perform the action when instructed to match the flannel-board pictures of clothing items with the flannel-board pictures of the family members to whom they belong.

   c. Complete Pupil's Book pages as instructed.

   d. Play games as directed.

4. Participate in class discussions and dramatizations.
5. Develop auditory discrimination.

   Examples:

   a. Describe sounds peculiar to a specified room in the house.

   b. Distinguish voices of individual family members.

LANGUAGE SKILLS

1. Command the expanded vocabulary gained by a study of the home and the family.

2. Answer questions by using complete sentences.

   Examples:

   a. State, "I see a roof (door, window)," in response to the question, "What do you see on the outside of the house?"

   b. State, "This is the numeral three," in response to the question, "Which numeral is this?"

   c. State, "That (Those) is (are) (a) (clothing item)," in response to the question, "What is (are) that (those)?"

      1. skirt - skirts
      2. blouse - blouses
      3. dress - dresses
      4. pants
      5. shirt - shirts
      6. shoe - shoes
      7. coat - coats
      8. hat - hats
      9. purse
      10. tie - ties
      11. belt - belts
      12. sweater - sweaters
      13. glove - gloves
      14. jacket - jackets

   d. State, "I am _____ years old," in response to the question, "How old are you?"

   e. State, "I live in (near) (name of town)," in response to the question, "In (Near) what town do you live?"

3. Express pertinent ideas in class discussions.

   Examples:

   a. Describe own house by using complete sentences.

   b. Describe clothing items by stating, "The shirt is worn by the father. He is big."

   c. State, "The (furniture piece) goes in the (room)," when asked to arrange flannel-board furniture pieces.

4. Describe personal artwork.

5. Ask questions correctly.

6. Participate in class dramatizations.

7. Use appropriate singular and plural forms of nouns, pronouns and verbs.

   Examples:

   a. State, "This (These) is (are) (a) roof (door, doors, window, windows) in response to the question, "What is (are) this (these)?"

   b. State, "That (Those) is (are) (a) (clothing item)," in response to the question, "What is (are) that (those)?" (clothing items listed under item 2c)

8. Correlate personal pronouns with objects and present-tense verb forms.

   Example:

   a. State, "He (She) is the father (mother, sister, brother)," in response to the question, "Who is he (she)?"

9. Use comparative adjectives:

   Examples:

   a. State, "The (father, mother, sister) is bigger (larger) than the brother," in response to the question, "Who is bigger (larger) than the brother?"

   b. State, "The (brother, baby) is littler (smaller) than the sister," in response to the question, "Who is littler (smaller) than the sister?"

   c. State, "The (father, mother) is the biggest (largest)," in response to the question, "Who is the biggest (largest)?"

   d. State, "The baby is the littlest (smallest)," in response to the question, "Who is the littlest (smallest)?"

10. Use words denoting position and location.

    Examples:

    a. State, "This is the outside (inside) of the house," in response to the question, "Which is the outside (inside) of the house?"

    b. State, "This is the first (second, third) row," in response to the question, "Which row is this?"

READING READINESS SKILLS

1. Distinguish positions and locations.

   Examples:

   a. Move from left to right across the page while completing the Pupil's Book activities.

   b. Discriminate between the left side and the right side of a page.

   c. Identify the first, second and third rows.

   d. Recognize the outside as compared to the inside of a house.

2. Determine likenesses and differences.

   Examples:

   a. Compare own clothes to photographs of articles of clothing.

   b. Compare own clothes to actual clothing articles of adults.

3. Recognize comparisons.

   Examples:

   a. Determine the family member who is bigger (larger) than the brother.

   b. Distinguish the family member who is littler (smaller) than the sister.

   c. Recognize the biggest (largest) family member.

   d. Determine the littlest (smallest) family member.

4. Develop visual discrimination.

   Examples:

   a. Specify the number of doors (windows) seen on a house exterior.

   b. Identify a three-sided figure as a triangle.

c. Match photographs of objects to drawn pictures of those same items.

d. Determine the bigger (larger) [littler (smaller), biggest (largest), littlest (smallest)] family member.

e. Distinguish clothing items used by individual family members.

PROJECT LANGUAGE

LEVEL II

Lesson 12

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a flannel-board picture of the exterior of a house and asked, "What do you see on the outside of the house?" each child points to the roof, a door and a window, saying, "I see a roof (door, window)."
2. When given a numeral three and asked, "Which numeral is this?" each child says, "This is the numeral three."
3. When shown a triangle and asked, "What shape is it?" each child says, "It is a triangle."

MATERIALS:

Crayons (used previously)
Three-dimensional model house
Flannel-board house and furniture set
Flannel board (used previously)
Flannel-board set of numerals (used previously)
Set of cardboard or sandpaper numeral threes (one numeral for each child)
A Book of Sizes and Shapes by Ken Sobol, New York: McGraw-Hill, Inc., 1966.
9" X 12" Newsprint (one sheet for each child)
Cardboard triangle templates (one for each child)
My Own Little House by Merriman B. Kaune, Chicago: Follett Publishing Company, 1957.
12" X 18" Newsprint (one sheet for each child)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

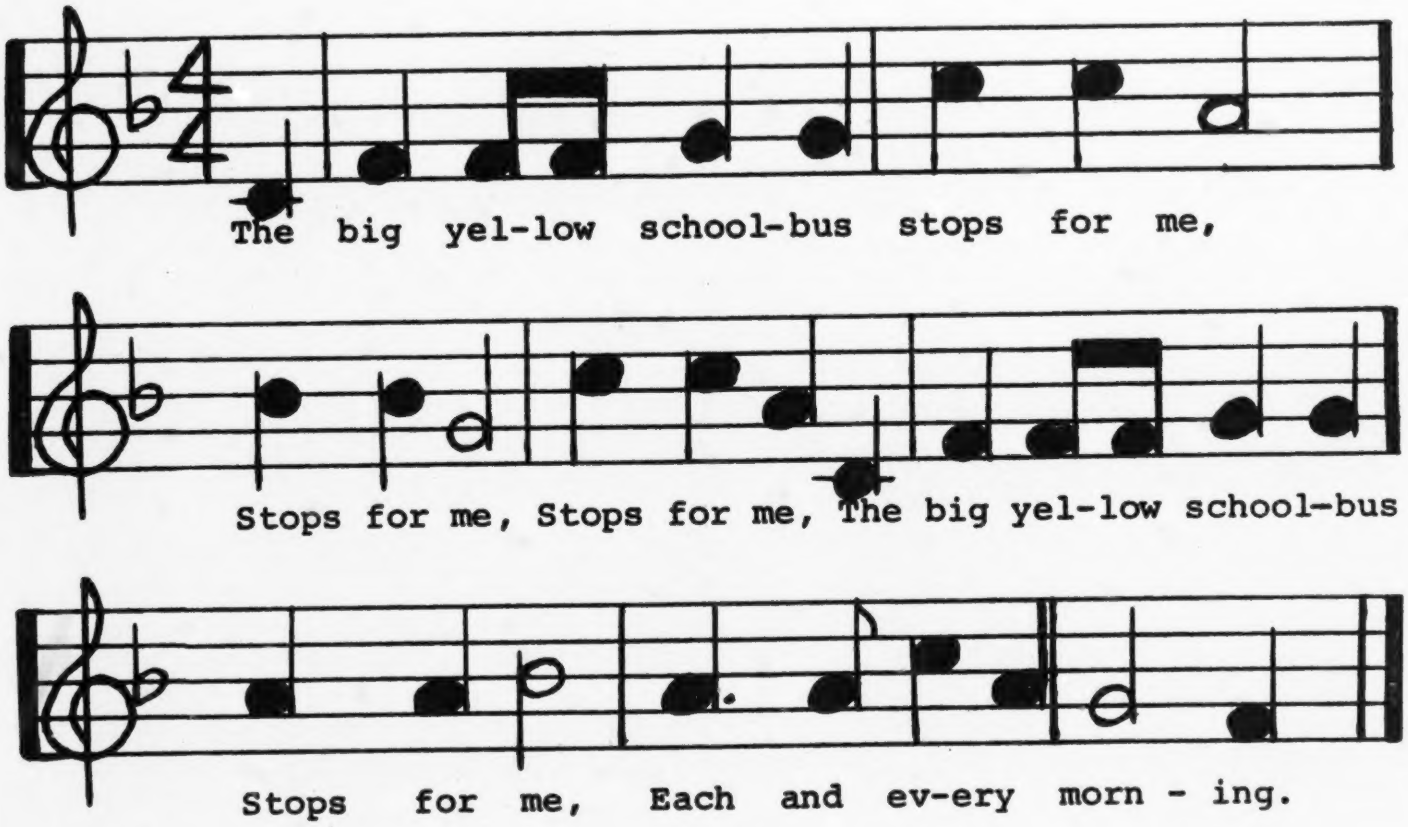
Activity 1

The teacher leads a brief review of the heights of the various children in the class. The words "short," "tall," "shorter," "taller," "shortest" and "tallest" are emphasized in the discussion. The group also discusses the fact that all the children have bodies of different heights, have names, have friends and go to school together. The teacher explains her own role in the classroom as a helper and as a friend. The pupils are led to count all of their "friends" in their class. The classroom, the class schedule, the playground, the school personnel, the library, the gymnasium, etc. are all discussed so that the pupils will have a better understanding of their entire school. The teacher takes the class for a walk through the building. The various offices and rooms are identified and the personnel are introduced to the children.

When the group has returned to the room, the teacher leads the pupils to discuss how they come to school and where they go when they leave. Some children walk, some ride in cars and others ride on the school bus; but all come to school from home and return there after school.

The teacher sings the song "The Big Yellow School Bus," repeating it until the children can join her.

"The Big Yellow School Bus"


The big yel-low school-bus stops for me,
Stops for me, Stops for me, The big yel-low school-bus
Stops for me, Each and ev-ery morn - ing.

Each child is given page 7 of the Pupil's Book and is led to identify the right and the left sides of the page. Standing with her back to the group, the teacher points to the right side of the page, saying:

(Teacher) "This is the right side of the page."

The pupils are encouraged to practice the identification. The procedure is repeated with the left side of the page. The rows are identified as the teacher points to each row in turn, saying:

(Teacher) "This is the first (second, third) row."

The teacher discusses with the children the pictures on the page. The first row shows a child walking home from school. In the second row, a car takes the child home while in the third row, a bus goes to the child's home. All three—the child, the car and the bus must go from the left side to the right side of the page to arrive at the house. The pupils are instructed to place their fingers on the child pictured in the first row. By moving their fingers from the left to the right, they help the child walk home. The procedure is repeated as the pupils use crayons to make a line taking the child home. Both the finger movements and the crayon line are repeated in the second and the third rows.

Activity 2

Each pupil is led to describe to the group the exterior appearance of his own house including the color, the number of windows and doors, the height, etc. A three-dimensional model house is introduced to the children in relation to the discussion of going home from school. The teacher identifies the outside of the house by saying:

(Teacher) "This is the outside of the house."

Pointing in turn to the roof, door, doors, window and windows; the teacher identifies them by saying:

(Teacher) "This (These) is (are) (a) roof (door, doors, window, windows)."

The functions and the appearance of each of the items are discussed and the children are asked to practice identifying them. The flannel-board representation of the exterior of a house is then displayed and the teacher asks:

(Teacher) "What do you see on the outside of the house?"

Each pupil is given a turn to name an item he sees, using the sentence:

(Pupil) "I see ________________."

The features of the model house which were studied are reviewed and are compared to those same items on the flannel-board house exterior.

The pupils are led to count the doors and the windows on the flannel-board picture of the outside of a house. The teacher asks:

(Teacher) "How many doors do you see?"

The children answer together:

(Pupils) "I see one door."

The flannel-board numeral one is placed beside the door to represent it. The teacher points to the numeral one, asking in review:

(Teacher) "Which numeral is this?"

The pupils answer:

(Pupils) "That is the numeral one."

The teacher asks:

(Teacher) "How many windows do you see?"

The children answer:

(Pupils) "I see three windows."

The numeral three is placed beside the windows to represent them. The teacher identifies the numeral, saying:

(Teacher) "This is the numeral three."

Each child is given a cardboard or a sandpaper numeral three and is encouraged to move his finger around it from top to bottom. The group discusses the various items in the classroom which can be represented by the numeral three. The teacher points again to the flannel-board numeral, asking:

(Teacher) "Which numeral is this?"

The pupils hold up their numerals and answer:

(Pupils) "This is the numeral three."

The teacher emphasizes any triangular-shaped piece which is visible on the outside of the model house or on the flannel-board house exterior. The children are asked:

(Teacher) "What shape is it?"

After a discussion of the pupils' concepts of the shape, the teacher identifies it:

(Teacher) "It is a triangle."

The page concerning triangles in A Book of Sizes and Shapes is read to the children and a triangle is defined by the teacher as a figure which has three sides that can be represented by the numeral three. The teacher discusses with the group the variety of objects which are triangular in shape and leads the pupils to count the sides of a variety of triangles. Referring again to the triangle on the house, the teacher asks:

(Teacher) "What shape is it?"

The pupils answer:

(Pupils) "It is a triangle."

Each child is given a piece of newsprint, a crayon and a cardboard triangle template. The shape of the inside of the template is discussed as being like the triangle on the house; therefore, it too is a triangle and has three sides. The teacher demonstrates to the children the motion of pressing the crayon against the inside edges of the template in order to draw the lines forming the triangle. The pupils are instructed to make as many triangles as possible on one side of their papers. When each child finishes, the teacher points to one figure on his paper and asks:

(Teacher) "What shape is it?"

The pupil answers:

(Pupil) "It is a triangle."

The children are then instructed to turn their papers over and to make three triangles (without the use of the templates). As the teacher discusses each child's work with him individually, she makes a numeral three on his page to represent the three triangles and asks:

(Teacher) "Which numeral is this?"

The pupil responds:

(Pupil) "This is the numeral three."

Activity 3

The book My Own Little House is read to the group and is discussed.

Each child is given crayons and a sheet of newsprint. The pupils are instructed to close their eyes and to think about the appearances of their own houses. Each child is asked to make on his paper the imagined picture of his house for all his friends to see. The roof, doors and windows should be included in the picture as well as the correct color of the house. When the children have finished, the teacher discusses each child's work with him individually while encouraging him to freely describe his picture. The teacher asks the child to identify the roof, door, doors, window and windows of his house. The pictures are kept in the classroom to be used in the next lesson.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. Using the counting frame, the teacher leads the pupils to practice counting to twenty. Individual children are given turns to count to ten in front of the group.

2. The children are directed to develop a creative dramatization of a class and its teacher. The pupils discuss and determine the minor "crises" that will occur in the "classroom" during their drama. One child is selected to play the role of the teacher. Other pupils portray persons such as big brothers and sisters, the students in the class, the principal, the music teacher, the physical education director, the nurse, etc. Only the general sequence of events is planned by the group before beginning the dramatization. All the children are encouraged to speak freely and creatively during the activity.

3. The teacher and the pupils go for a pretend ride on a school-bus. If the real vehicles are available, the class could conduct this activity on board one of them while it is parked. If this is not possible, the classroom chairs are arranged in the order of bus seats—two on each side of an aisle with one in front for the driver. The teacher plays the role of the driver and the entire class boards the "bus" to go home. The children in turn direct the "driver" to stop in front of their "houses." However, the "driver" will not stop the "bus" unless the child describes the appearance of his "house" including the color, the number of doors and windows, the shape, the height, etc. When all of the children have pretended to leave the "bus" and to be at "home," the "ride" is over. If the dramatization occurs in a real bus, the pupils may wish to sit in the driver's seat before returning to the classroom.

4. After the children have traced their fingers around the cardboard or sandpaper numerals as directed in Activity 2, the teacher demonstrates making a numeral three on the chalkboard while saying the following rhyme:

   Around a tree,
   And around a tree;
   That's the way we make a three!

   The pupils in turn repeat the rhyme and practice making the numeral on the chalkboard as the teacher assists them. When all of the children have finished, they are given crayons and sheets of newsprint and are instructed to practice making the numeral three on one side of their papers. The teacher works with each child individually, discussing the meaning of the numeral. The pupils are instructed to turn over their papers to make a numeral three and three pictures of an object of their choice. The teacher discusses each child's work with him.

5. Each child is given a piece of heavy cardboard, some medium-weight cord, scissors and white glue. The teacher instructs the pupils to create a design on the cardboard by pasting the cord down in triangles of various sizes and shapes. When the pictures are dry, the teacher assists each child to roll a brayer evenly through thin tempera paint of the color of his choice. The pupil then rolls the brayer carefully across his design (only the cord should be painted) and immediately places a sheet of white paper on top of the cardboard. After lightly rubbing the paper, it is removed to reveal a print of the original design. The process can be repeated on the same paper, using a different color of paint that will combine with the original color to make a new hue. By placing the previously painted paper on top of the design in the opposite direction or sideways, an interesting effect will be achieved. Each child has a turn to describe his work to the class.

6. The teacher reads the poem "Merry-Go-Round" and discusses it with the class.

"Merry-Go-Round"

I climbed up on the merry-go-round,
And it went round and round.
I climbed up on a big brown horse
And it went up and down.
Around and round
And up and down,
Around and round
And up and down,

I sat high up
On a big brown horse
And rode around
On the merry-go-round
   And rode around
On the merry-go-round
I rode around
On the merry-go-round
   Around
      And round
         And
            Round.

Dorothy Baruch

7. The following poem is read and is discussed with the children.

W's for Windows.
   Watch them welcome in the night.
How they twinkle, twinkle, twinkle
   With the waning of the light!
There's nothing half so wonderful
   In all the wond'rous town
As a million winking Windows
   When the dusk is coming down.

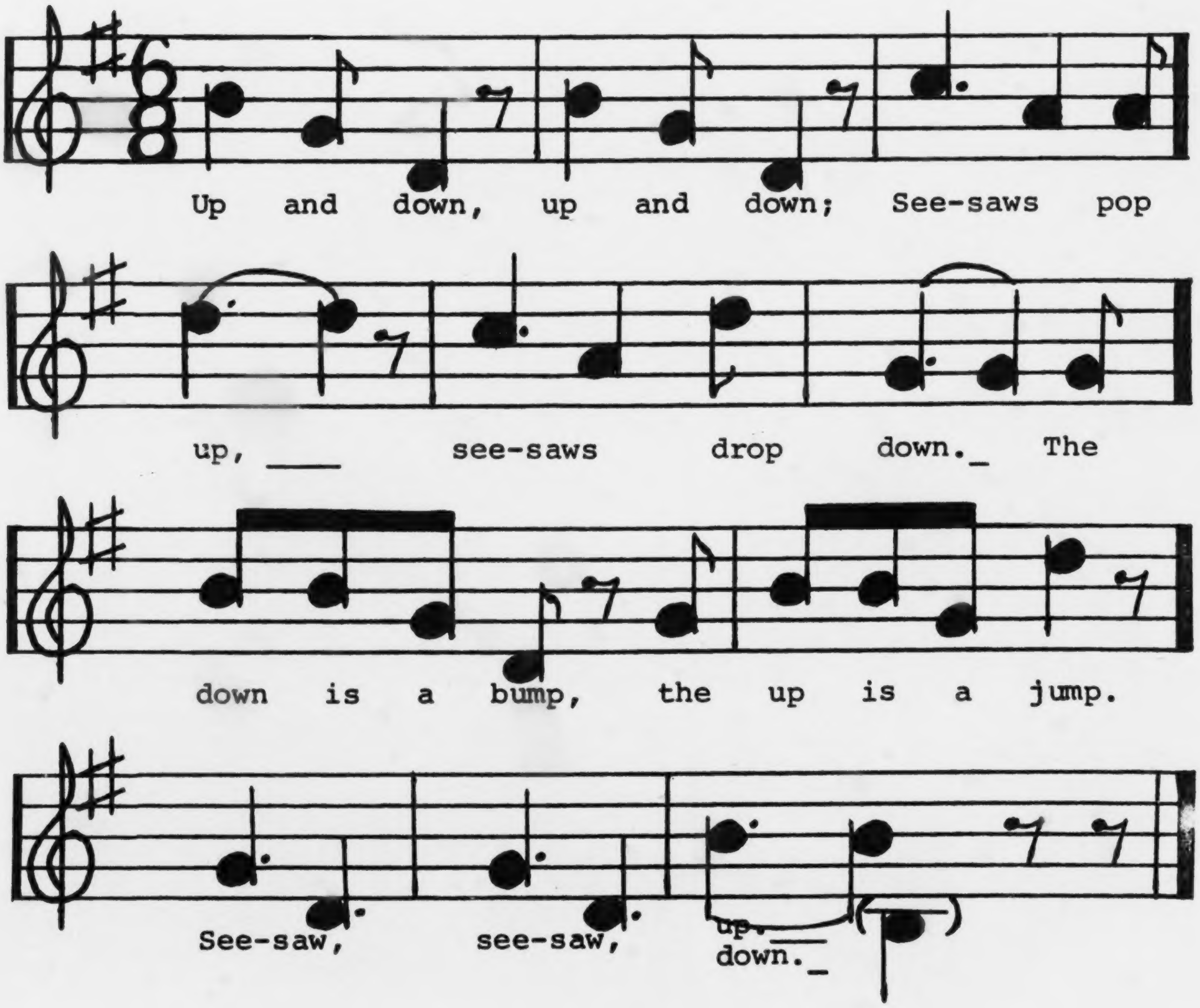
Phyllis McGinley

8. The teacher sings one or more of the following songs, repeating each of them while the children learn the words.

"The Seesaw"

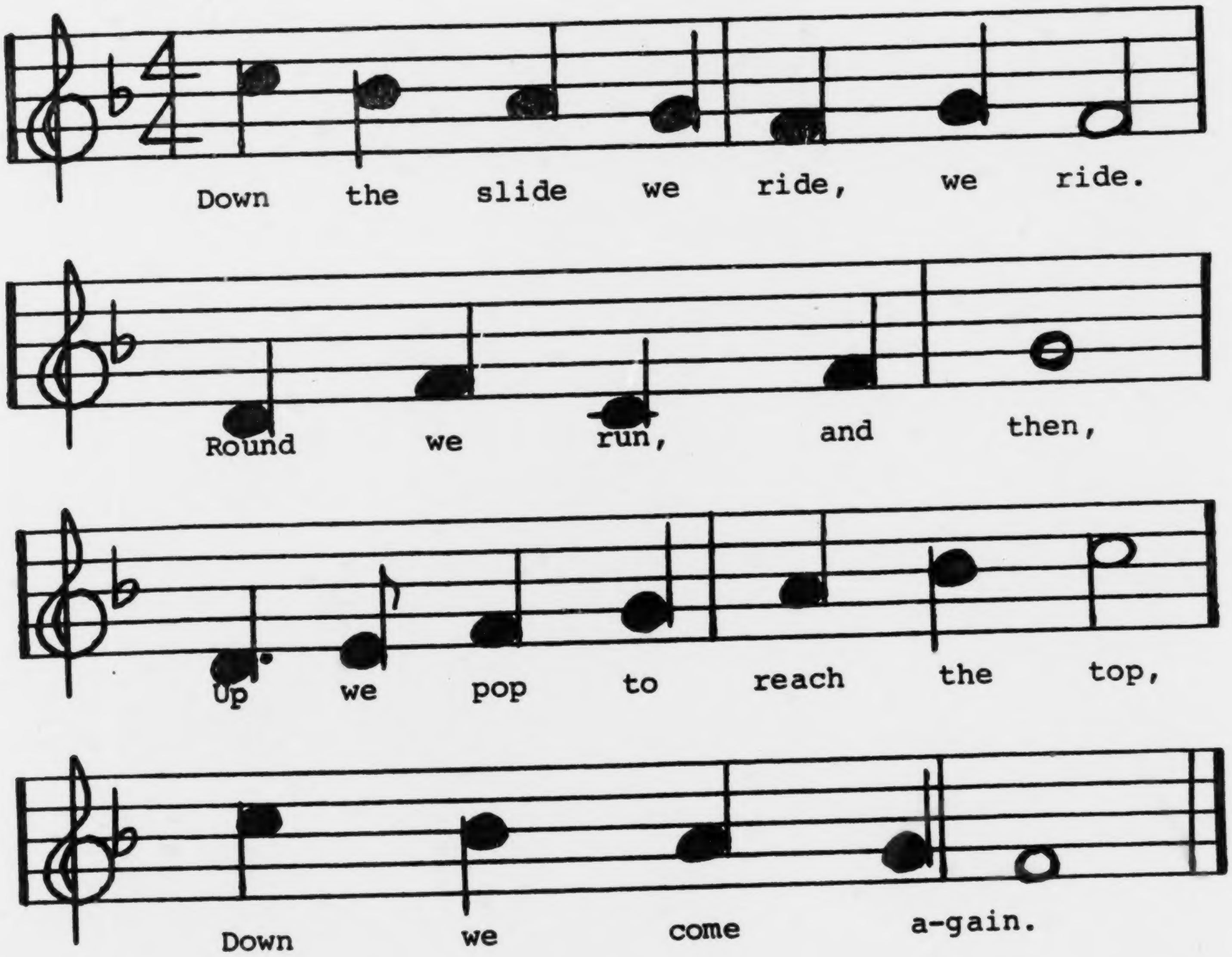
Evelyn Beyer

Arthur Edwards


Up and down, up and down; See-saws pop
up, ___ see-saws drop down._ The
down is a bump, the up is a jump.
See-saw, see-saw, up,___ down._

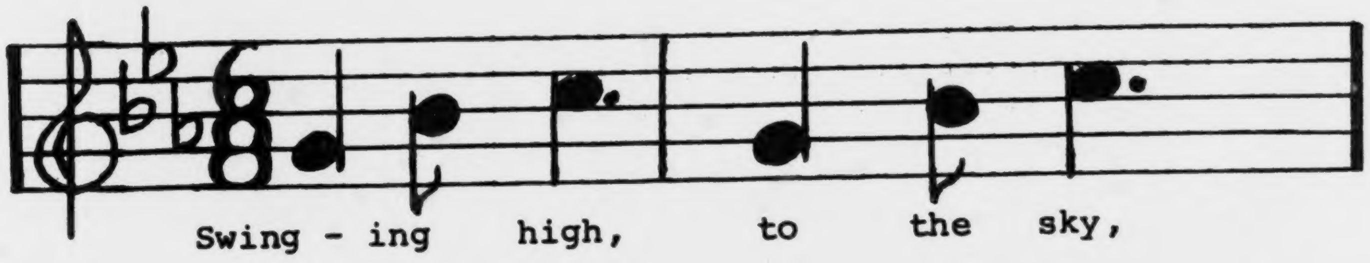
"Sliding"

Marcette Chute Ernest Gold



"Swinging High"

Donald Sherrard Donald Sherrard



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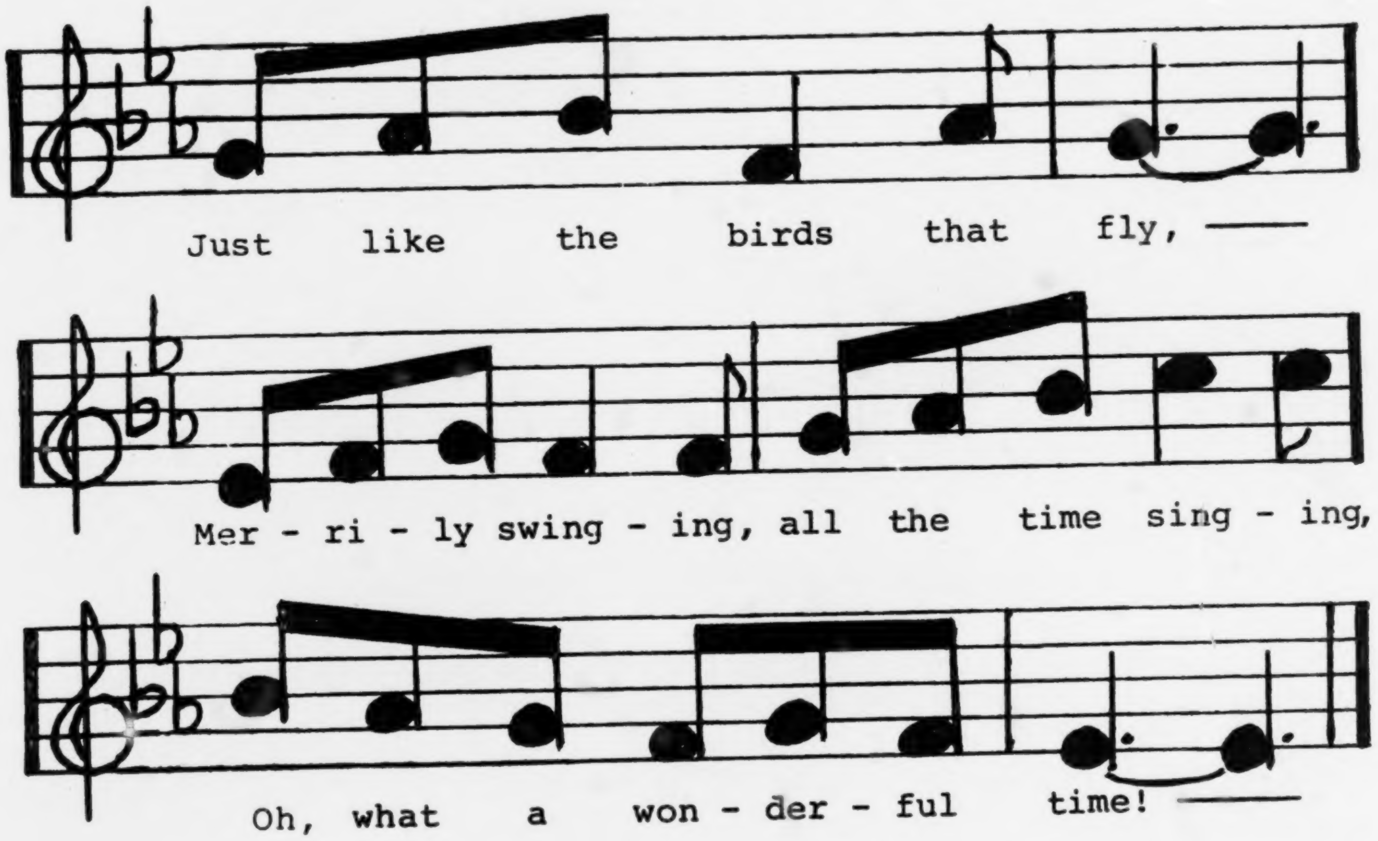
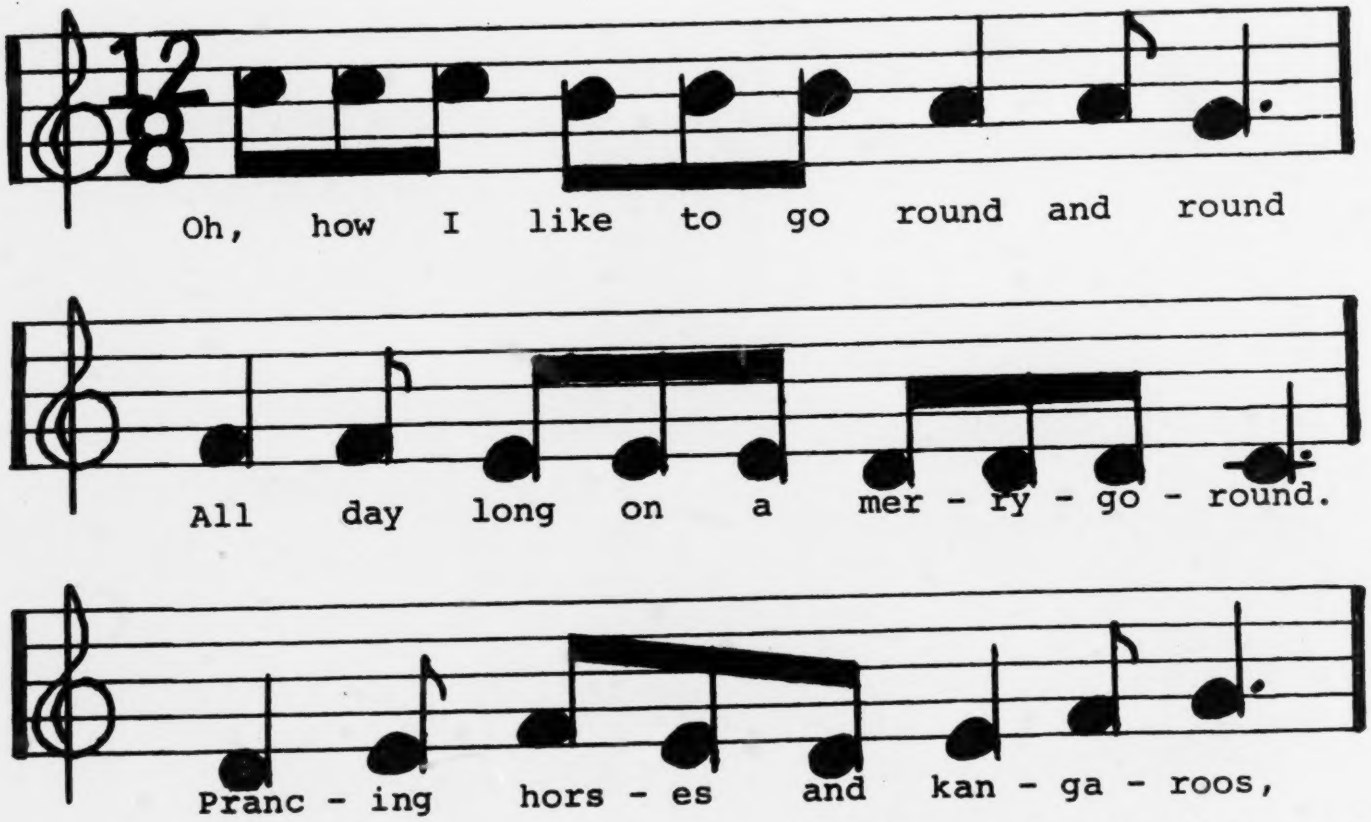
"Swinging High" (cont'd)


Just like the birds that fly, ———
Mer - ri - ly swing - ing, all the time sing - ing,
Oh, what a won - der - ful time! ———

"The Merry-Go-Round"

George Mitchell George Mitchell


12/8
Oh, how I like to go round and round
All day long on a mer - ry - go - round.
Pranc - ing hors - es and kan - ga - roos,

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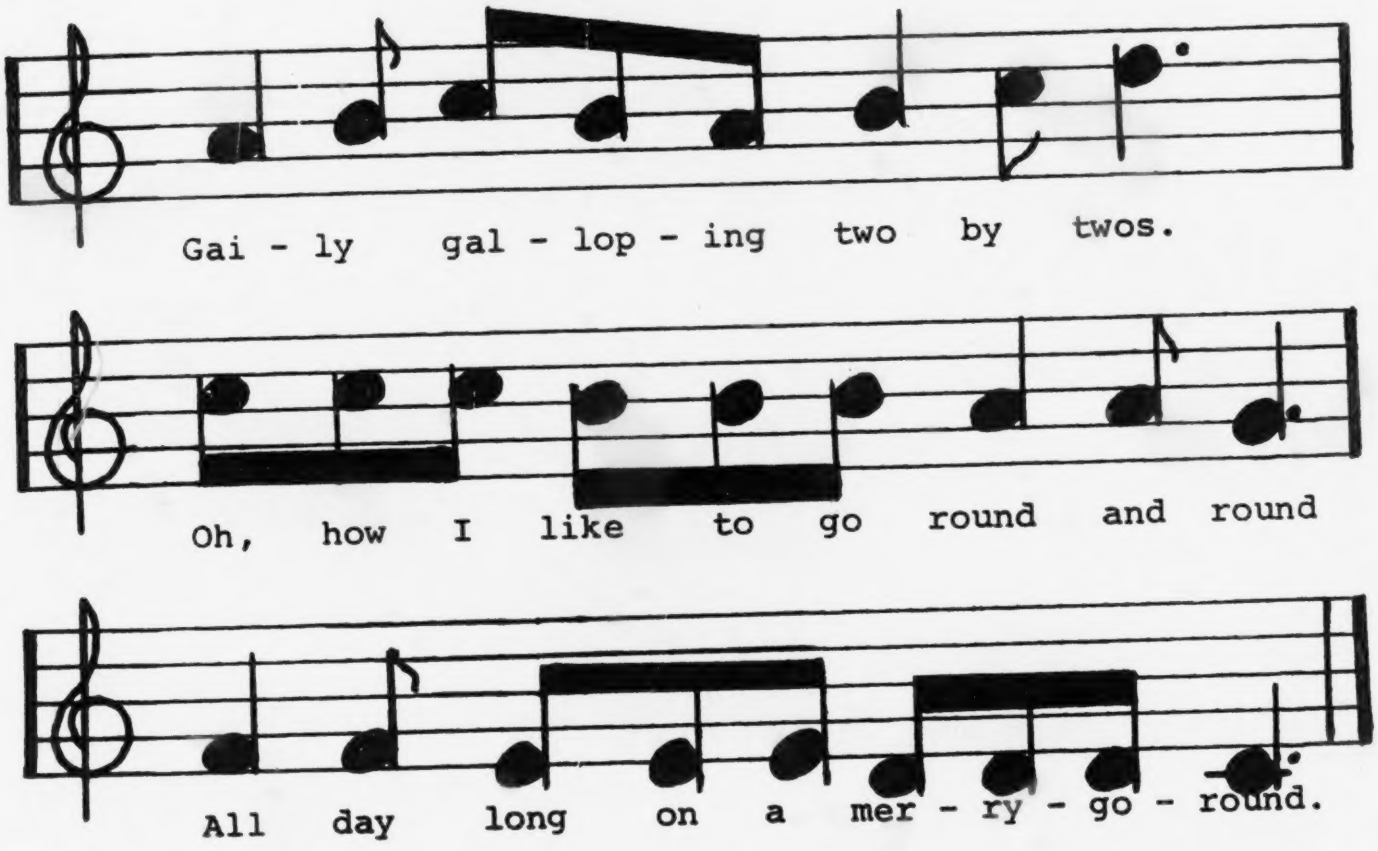
"The Merry-Go-Round" (cont'd)


Gai - ly gal - lop - ing two by twos.
Oh, how I like to go round and round
All day long on a mer - ry - go - round.

9. One or several of the following books, records and filmstrips are used in correlation with the concepts studied in the lesson.

First Day at School by Joyce Holland, Minneapolis: T. S. Dennison and Company, Inc.

Friends! Friends! Friends! Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

Here Comes the Bus! by Carolyn Haywood, New York: William Morrow and Company, Inc., 1963.

Shapes and Things by Tana Hoban, New York: The MacMillan Company.

The House that Jack Built illustrated by Paul Galdone, New York: McGraw-Hill Book Company, 1961.

The Wing on a Flea by Ed Emberley, Boston, Mass: Little, Brown and Company, 1961.

Watch Me Indoors, Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

"My Family—My Home," Glendale, California: Bowmar. (Picture Story Set from "Early Childhood" Series)

"I Go to School," New York: Educational Record Sales. (Record from "Musical Experiences for Basic Learning Readiness" Series)

"School Helpers," produced by McGraw-Hill, New York: Educational Record Sales. (Set of records and filmstrips)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Schoolbus
Waste basket
Chalkboard
Chalk
Eraser
Kindergarten
First grade
Teacher - Teachers
Friend - Friends
Children
Hall - Halls
Desk - Desks
Flag

Noon
School
Ball - Balls
Bat - Bats
Seesaw
Slide
Swing
Jungle gym
Game - Games
Baseball
Basketball
Football
Play - Played

PROJECT LANGUAGE

LEVEL II

Lesson 13

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a three-dimensional model house and asked, "Which is the outside of the house?" each child points to the house exterior and says, "This is the outside of the house."

2. When shown a three-dimensional model house and asked, "Which is the inside of the house?" each child points to the house interior and says, "This is the inside of the house."

3. When given flannel-board representations of furniture pieces and a flannel-board picture of the rooms in a house, each child places the furniture items in the rooms where they are used and says, "The (furniture piece) goes in the (room)."

MATERIALS:

Three-dimensional model house (used previously)
Flannel-board house and furniture set (used previously)
Flannel board (used previously)
Come over to My House by Theo LeSieg, New York: Random House Beginner Book, 1966.
Scissors (one pair for each child)
White paste (used previously)
12" X 18" Newsprint (one sheet for each child)
Crayons (used previously)
Staples
Stapler

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher reviews with the group the features seen on the outside of the three-dimensional model house. The children are led to discuss the functions of doors which open for people to enter the rooms of a house. The pupils consider the differences in the appearances and the functions of the interior and the exterior of the model house. Pointing to the outside of the house, the teacher identifies it by saying:

(Teacher) "This is the outside of the house."

The identification is repeated for the interior as the teacher points and says:

(Teacher) "This is the inside of the house."

The teacher leads the group to practice identifying the outside and the inside of the house. Each of the interior rooms and the activities which occur within it are discussed. The teacher identifies the various rooms by pointing to them and saying:

(Teacher, repeated by pupils) "This is the living room (bedroom, bathroom, kitchen)."

The children are asked to repeat the identifications. The flannel-board pictures of the outside and the inside of a house are displayed with the exterior covering the interior. After reviewing with the children:

(Teacher, repeated by pupils) "This is the outside of the house,"

the teacher places that picture to the left of the interior view of the house and leads the children to practice:

(Teacher, repeated by pupils) "This is the inside of the house."

A comparison of the two pictures is discussed with the group and the rooms shown in the interior are identified. The specific rooms considered may be varied in order to be relevant to the actual living situations of the pupils. The group also considers different homes which have a variety of room arrangements. The family activities in each of the rooms are reviewed.

The book Come over to My House is read and is discussed with the children. Each child is given scissors and the picture of the outside of his house that he made in Lesson 12. The pupils are instructed to cut out their houses. When each child has finished, the teacher asks him:

(Teacher) "Is this the inside or the outside of your house?"

The pupil responds:

(Pupil) "This is the outside of my house."

Activity 2

The teacher discusses with the group each piece of furniture in the model house and its use in a particular room or rooms. The names of the model furniture pieces are emphasized by the teacher as each one in turn is displayed. The pupils select the flannel-board piece which represents the same article of furniture.

The following items should be included in the flannel-board set: chair, couch, television, table, clock, stove, refrigerator, bed, dresser and bathtub. All of these pieces or part of them are used in the discussion, depending upon the home environments of the children in the class. The pupils practice identifying the furniture items by using correctly the sentence form:

(Pupils) "This is a (furniture piece)."

The teacher follows the directions of the children in placing the pieces of furniture in the rooms pictured on the flannel-board house interior. The pupils say:

(Pupils) "The (furniture piece) goes in the (room)."

Each child is then given a turn to place the articles of furniture in the correct rooms, saying:

(Pupil) "The (furniture piece) goes in the (room)."

The children are given page 8 of the *Pupil's Book*. The teacher holds up various model furniture pieces while the pupils point on their papers to the drawings of those same items. As the children point to each picture, the teacher asks:

(Teacher) "What is this?"

The pupils answer:

(Pupils) "This is a (furniture piece)."

The children are given scissors to use in cutting out each of the pictured pieces of furniture. The pupils use paste to place the items in the correct rooms of the house pictured on page 9 of the *Pupil's Book*. The teacher encourages each child individually to discuss his arrangement of the furniture.

Activity 3

Each pupil is given crayons and a sheet of newsprint to make a picture showing all the rooms in his own house. The teacher encourages the children to include on their papers as many pieces of furniture as possible. When each child is finished, he is asked to show his picture to the group and to identify the the various rooms and the items of furniture. The pupil is encouraged to speak freely and correctly at this time. The teacher asks:

(Teacher) "Is this the inside or the outside of your house?"

The child answers:

(Pupil) "This is the inside of my house."

The teacher gives each child the picture of the outside of his house which he cut out earlier in the lesson. The pupil is instructed to place that picture over the interior view of his house. The teacher staples the two pictures together on the left side so that the child can see both the inside and the outside of his own home.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The teacher leads the group in a discussion of the house construction process which includes digging the basement; pouring the concrete; erecting the framework; putting on the siding, the bricking and the roofing; installing the plumbing; wiring for the electricity; painting; carpeting; decorating; etc. The machines involved are also considered. If possible, the class takes a field trip to see houses in various stages of construction. The children are encouraged to imagine and to discuss the building of their own houses. When the group has returned to the classroom,the pupils are given crayons and sheets of newsprint to use in drawing pictures of the observations they made during the field trip. Each child has a turn to describe his completed work to the group.

2. After collecting a variety of large boxes and sheets of cardboard, the teacher assists the children in making a model house. The boxes are hooked together to form the different rooms and floors of the house. A roof is made from the sheets of cardboard and is placed on top of the boxes. Doors and windows are cut into the walls. Using tempera paints, the pupils paint the house as they choose.

   If the children wish to see the inside of the house, the box walls which form the back of the construction are cut away. The various rooms are then decorated and appropriate cardboard furniture pieces are made.

3. Each child describes his favorite room in his own house and tells why he likes it. The teacher records the pupils' responses on individual sheets of newsprint. The children are given their papers as well as crayons to use in making pictures of the rooms they described. The teacher discusses the pupils' work with them. When all the children have completed their pictures, the papers are collected and are stapled together in book form. The previously recorded quotations of the pupils form the dialogue that is read as the pages of pictures are turned.

4. The teacher discusses with the children the variety of sounds that are heard in each room of a house. Some sounds can be heard in many rooms while other noises come only from specific locations. The pupils determine which sounds are heard in which rooms. If possible, the teacher makes a tape recording that features actual sounds heard in a house. The children practice identifying the various noises as the recording is played for the class. One child is then selected to think of a particular sound that is heard in his house, for example: snoring, water running, talking, vacuum running, etc. The pupil tells the class the room or the rooms in which the noise can be heard and then imitates the sound. The first child in the group to correctly identify the sound has the next turn to describe a noise.

5. The pupils name variously textured objects that can be felt in the different rooms of a house. The specified items that have similar textures are compared in order to determine which is the softest, the hardest, the smoothest, the roughest, etc.

6. Each child in instructed to find and to cut out magazine pictures of rooms in which he would like to live. The children themselves decide how many as well as what kinds of rooms they want to include in their imaginary houses. Each pupil pastes his pictures on a large sheet of newsprint, arranging them in the order that he would like for his own home. Dark crayon lines are used to emphasize the roof and the walls between the rooms. The children take turns describing their work to the class.

7. The poem "Two in Bed" is read and is discussed with the children.

"Two in Bed"

When my brother Tommy
Sleeps in bed with me,
He doubles up
And makes
himself
exactly
like
a
V

And 'cause the bed is not so wide,
A part of him is on my side.

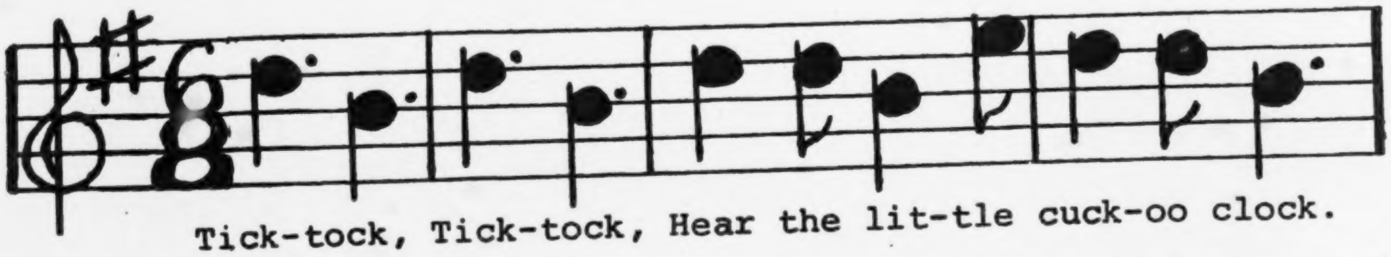
Abram Bunn Ross

8. The teacher sings one or several of the following songs, repeating each of them while the children learn the words.

"The Cuckoo Clock"

Louise B. Scott

Lucille F. Wood



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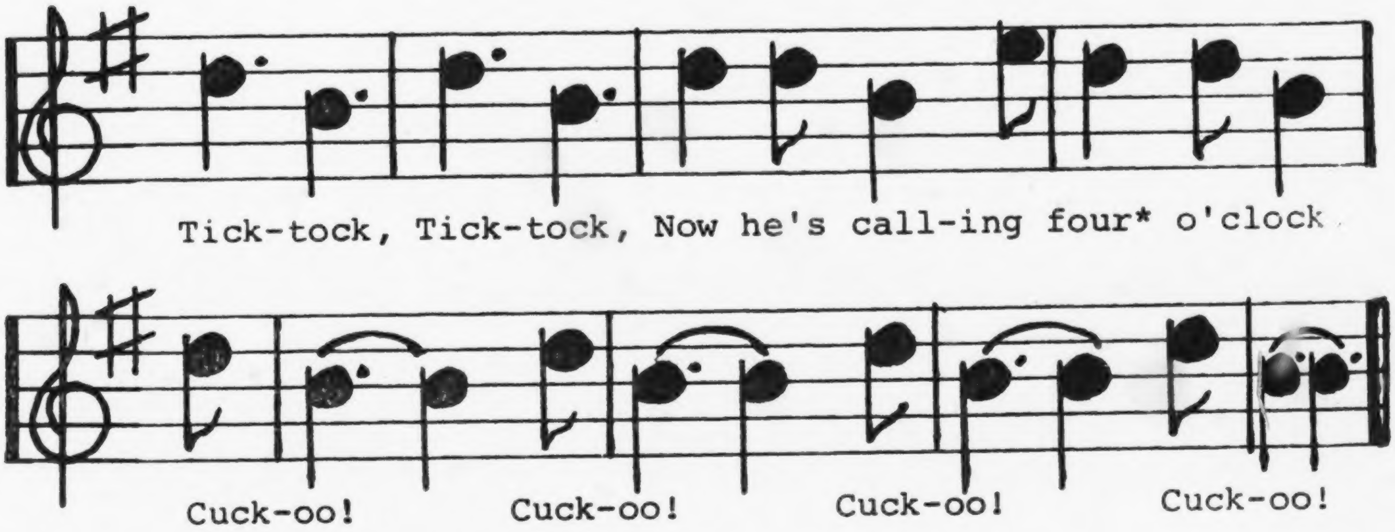
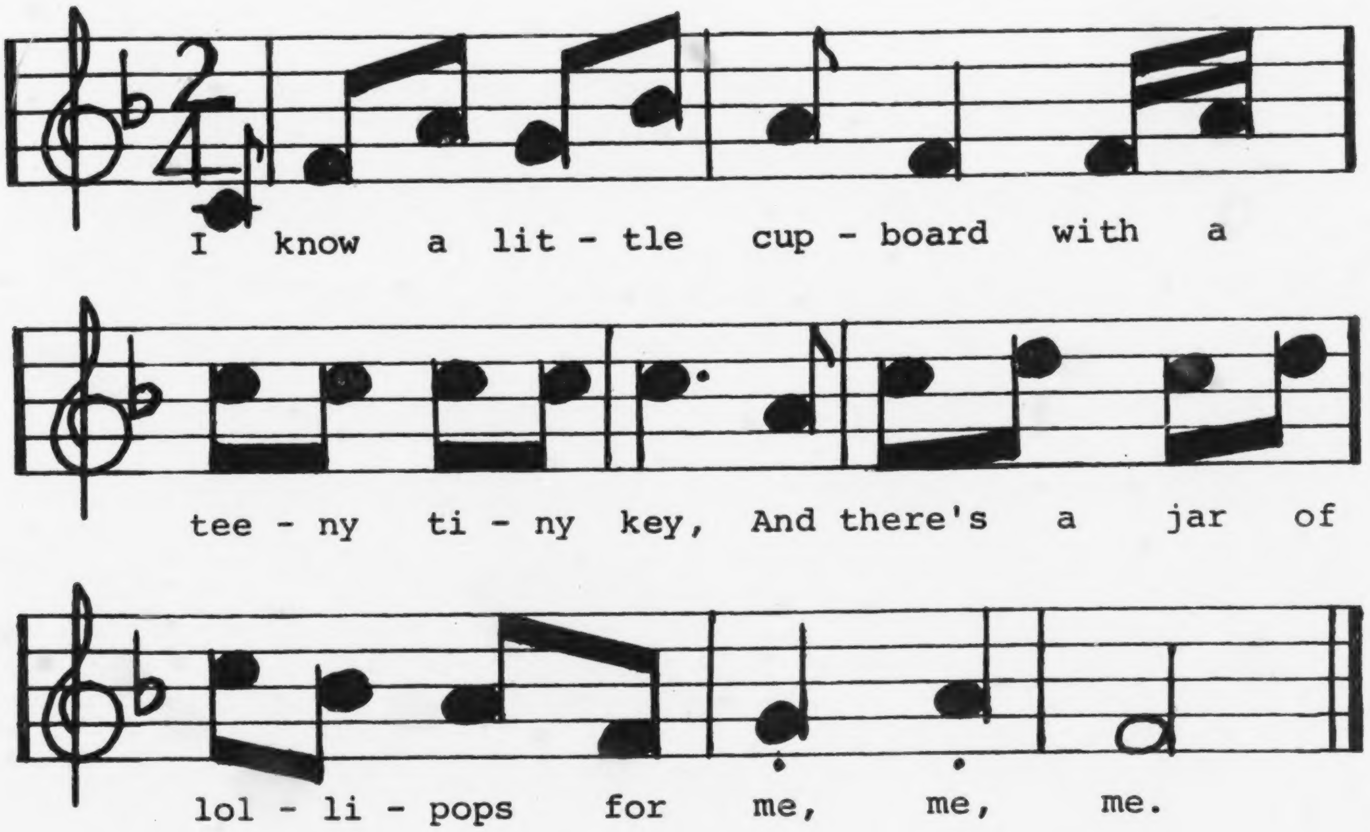
"The Cuckoo Clock" (cont'd)


Tick-tock, Tick-tock, Now he's call-ing four* o'clock
Cuck-oo! Cuck-oo! Cuck-oo! Cuck-oo!

*Any hour may be substituted.

"The Cupboard"

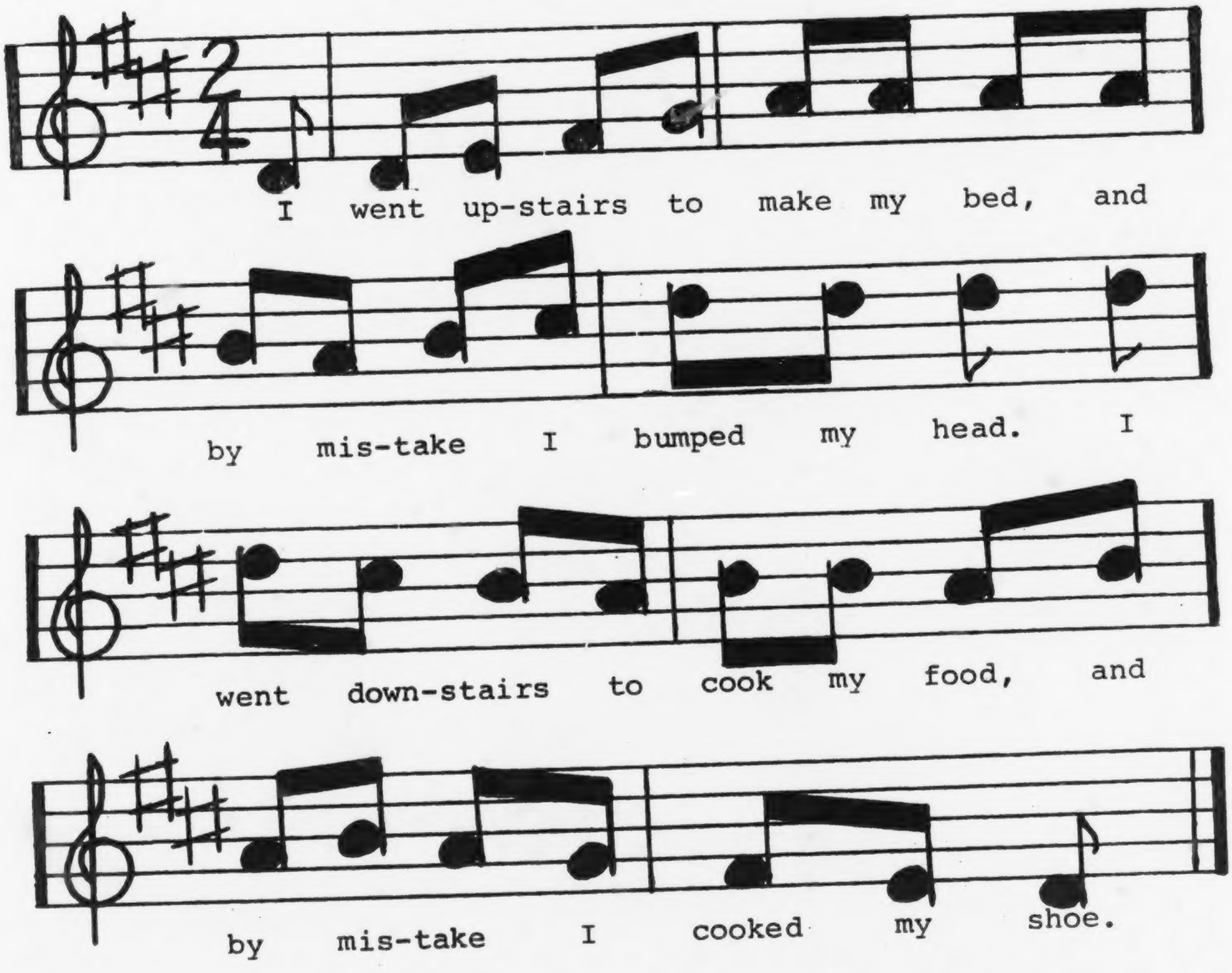
Walter de la Mare Arthur Edwards


I know a lit - tle cup - board with a
tee - ny ti - ny key, And there's a jar of
lol - li - pops for me, me, me.

The children create additional verses concerning various objects that might be found in the cupboard.

"Upstairs and Down"

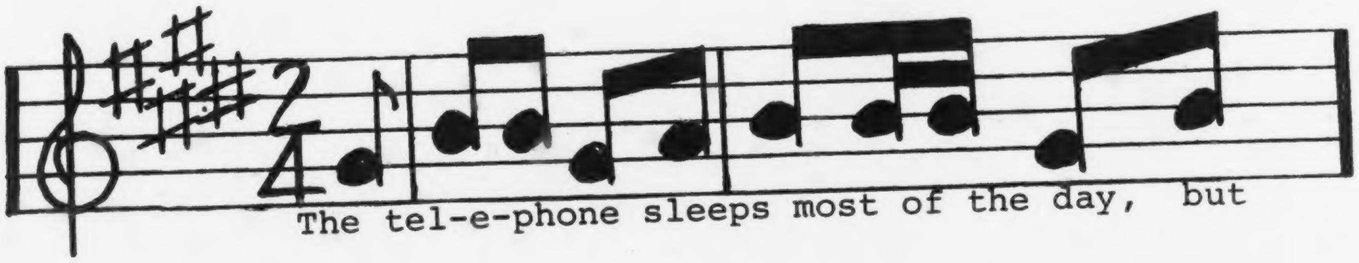
Children's Street Game


I went up-stairs to make my bed, and
by mis-take I bumped my head. I
went down-stairs to cook my food, and
by mis-take I cooked my shoe.

"Telephone Song"

Ernest Gold

Ernest Gold



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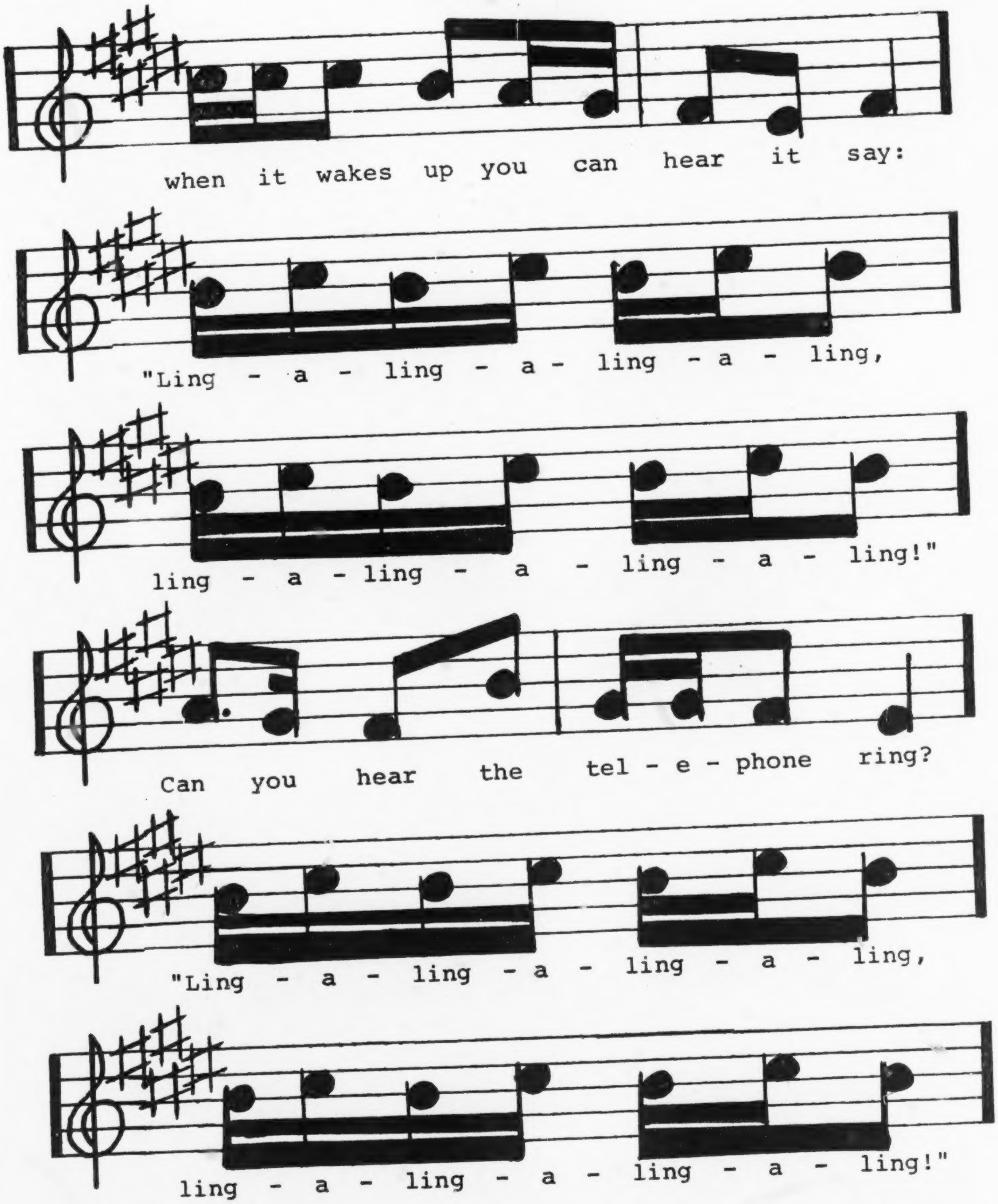
"The Telephone Song" (cont'd)


when it wakes up you can hear it say:
"Ling - a - ling - a - ling - a - ling,
ling - a - ling - a - ling - a - ling!"
Can you hear the tel - e - phone ring?
"Ling - a - ling - a - ling - a - ling,
ling - a - ling - a - ling - a - ling!"

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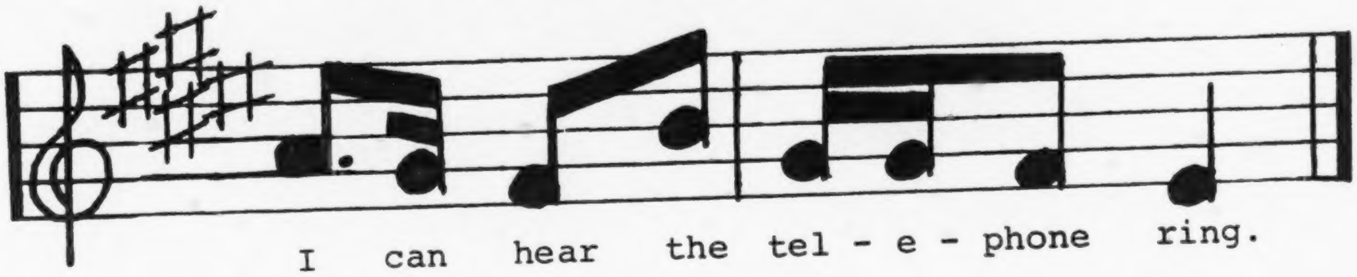
"The Telephone Song" (cont'd)



The children create additional verses describing sounds that are heard around the house.

9. One or several of the following books and records are used in correlation with the concepts studied in the lesson.

A Very Special House by Ruth Krauss, New York: Harper and Row Publishers, 1953.

The House without a Home by Beth Brown, New York: The Lion Press, Inc.

The Indoor Noisy Book by Margaret Wise Brown, New York: Harper and Row Publishers, 1942.

The Littlest House, Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

Upstairs and Downstairs by Ryerson Johnson, New York: Thomas Y. Crowell Company, 1962.

"Sing a Song of Home, Neighborhood and Community," New York: Educational Record Sales. (Record)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Scissors

Cut

Paste - Pasted

Furniture

Floor - Floors

Wall - Walls

Home - Homes

Dining room

Garage

Cup - Cups

Saucer - Saucers

Plate - Plates

Glass - Glasses

Fork - Forks

Knife - Knives

Broom

Mop

Iron

Pan

Radio

PROJECT LANGUAGE

LEVEL II

Lesson 14

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a picture of a family and asked, "Who is bigger (larger) than the brother?" each child points to a family member who is bigger than the brother and says, "The (father, mother, sister) is bigger (larger) than the brother."

2. When shown a picture of a family and asked, "Who is littler (smaller) than the sister?" each child points to a family member who is littler than the sister and says, "The (brother, baby) is littler (smaller) than the sister."

3. When shown a picture of a family and asked, "Who is the biggest (largest)?" each child points to the biggest family member and says, "The father (mother) is the biggest (largest)."

4. When shown a picture of a family and asked, "Who is the littlest (smallest)?" each child points to the littlest family member and says, "The baby (brother, sister) is the littlest (smallest)."

MATERIALS:

Flannel board (used previously)
Flannel-board house and furniture set (used previously)
Peter's Chair by Ezra Jack Keats, New York: Harper and Row, 1967.
Large photographs of families
Paper moustaches (one for every four children)
Paper hats (one for every four children)
Aprons (one for every four children)
Cookies (two for each child)
Doll
Crayons (used previously)
The Very Little Boy by Phillis Krasilovsky, Garden City, New York: Doubleday and Company, 1962.

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher leads the pupils in a review of the flannelboard house set, including a discussion of the rooms and the furniture. The children in turn are asked to pretend that they are performing some action inside a house and to pantomine that activity in front of the group. Examples of actions are: washing dishes, sleeping, sitting, eating, taking a bath, etc. Each child describes to the class the imaginary room where the action which he is pantomining would be performed. The furniture and the other activities that might occur in the room are included in the description. The first child to identify the room and the action by saying:

(Pupil II) "You are in the (room). You are (action),"

has the next turn to pantomine in front of the group. The teacher verifies the identification by asking the performing child:

(Teacher) "Where are you?"

The pupil answers:

(Pupil I) "I am in the (room)."

The teacher asks:

(Teacher) "What are you doing in the (room)?"

and the child answers:

(Pupil I) "I am (action)."

Since the preceding lessons have centered around the pupils themselves, their school and their homes; the teacher now leads the children in a discussion of the people who live with them in their houses. The book Peter's Chair is read and is discussed with the pupils. Displaying the large photographs of families, the teacher describes each group by saying:

(Teacher) "This is a family."

After discussing the word "family," which includes all of the individual people who belong together, the teacher identifies each pictured member as:

(Teacher, repeated by pupils) "He (She) is the father (mother, brother, sister, baby)."

The pupils repeat the identifying sentences and discuss the roles and the appearance of each of the figures as well as the activities in which all of the family participate.

The group is led to discuss the fact that every family does not include the same members. For example: some families have a baby while others do not; some families have both brothers and sisters while others have only brothers or only sisters; some families have both a mother and a father while others have only a mother or only a father or neither; some families have grandparents while others do not; etc.

Activity 2

Two boys and two girls are asked to come to the front of the group. One of the boys is given a paper moustache and a hat while one of the girls is given an apron. The teacher identifies the four children as members of a pretend family, by saying:

(Teacher) "He is the father."
"She is the mother."
"He is the brother."
"She is the sister."

The class is asked to identify each member of the "family" as the teacher points and asks:

(Teacher) "Who is he (she)?"

The children answer:

(Pupils) "He (She) is the father (mother, brother, sister)."

The teacher leads the pupils to discuss the boy in the "family" as the girl's "brother" and the girl as the boy's "sister;" for example: "Bobby is Jane's brother." (The pupils' real names are used.) The four children are asked to sit down as if they were a family around a table. The teacher points to the "family" and asks:

(Teacher) "What is this?"

The pupils answer:

(Pupils) "That is a family."

The other children in the class are divided into similar groups. After identifying each child by saying:

(Teacher) "He (She) is the father (mother, brother, sister),"

the teacher describes the groups as "families" and asks them to sit down around pretend tables. Each pupil is given a cookie and the "families" are encouraged to talk freely as the children imitate the various members. The procedure is repeated with different groupings so that the "mothers" and the "fathers" become "brothers" and "sisters" and vice versa.

Activity 3

The teacher puts on an apron and identifies herself as the "mother" of a "family." A boy and a girl are selected to be the "brother" and the "sister," while a doll is used for the "baby." The pupils are led to identify the "family" members who are tall, taller, tallest, short, shorter and shortest. The teacher leads the following dialogue:

(Teacher) "Who is taller than the brother (sister, baby)?"

(Pupils) "The mother (brother, sister) is taller than the brother (sister, baby)."

(Teacher) "Who is shorter than the brother (sister, mother)?"

(Pupils) "The sister (baby, brother) is shorter than the brother (sister, mother)."

(Teacher) "Who is the tallest?"

(Pupils) "The mother is the tallest."

(Teacher) "Who is the shortest?"

(Pupils) "The baby is the shortest."

The group discusses the sizes of the different members of the "family." The pupils are encouraged to determine the relative sizes of the persons by putting their arms around each "member." The sets of words "big" and "little" or "large" and "small" should be taught in their comparative forms according to those most naturally used by the children in the class. All of the words should be discussed so that the pupils will be familiar with them. The "mother" is bigger (larger) than all—the biggest (largest); the "brother" and the "sister" are littler (smaller) than the "mother" but bigger (larger) than the "baby" who is the littlest (smallest). The "mother" is big (large) and the "baby" is little (small). The teacher encourages the pupils to freely describe the size relationships while using the words noted previously.

The poem "Walking" is read and is discussed with the pupils.

"Walking"

When Daddy
Walks
With Jean and me,
We have a
Lot of fun
'Cause we can't
Walk so fast
As he,
Unless we
Skip and
Run.
I stretch,
And stretch
My legs so far,
I nearly slip
And fall -
But how
Does Daddy
Take such steps?
He doesn't stretch
At all!

Grace Ellen Glaubitz

Each child is given page 10 or page 11 of the Pupil's Book. (The children are given pictures of families of their own races so that the associations with the photographs will be accurate.) The pupils are led to recognize themselves as brothers or as sisters in the families. The teacher gives each child a crayon and instructs him to make a line under the picture of the family member who looks most like he himself looks. Referring to herself as a "mother," the teacher asks the children to identify and to make a line under the picture of the mother of the family. The teacher asks:

(Teacher) "One of the two persons marked is bigger (larger) than the other. Who is bigger (larger)?"

The pupils answer:

(Pupils) "The mother is bigger (larger) than the (brother, sister)."

The teacher also asks:

(Teacher) "One of the two persons marked is littler (smaller) than the other. Who is littler (smaller)?"

The children answer:

(Pupils) "The (brother, sister) is littler (smaller) than the mother."

Referring to the total picture, the teacher leads the group to identify the remaining figures as the father, the brother, the sister and the baby. After discussing the various heights and sizes of the pictured family members, the teacher asks:

(Teacher) "Who is the biggest (largest)?"

The children answer:

(Pupils) "The father (mother) is the biggest (largest)."

In response to the question:

(Teacher) "Who is the littlest (smallest)?"

the pupils answer:

(Pupils) "The baby (sister, brother) is the littlest (smallest)."

The book The Very Little Boy is read and is discussed with the children.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The teacher leads the class in a discussion of the voices of the various family members. The children determine whose voice is high, higher, highest, low, lower and lowest. The pupils take turns imitating the voices. If a record or a tape recording of a conversation involving several family members is available, it is played and the children practice identifying each speaker.

2. The pupils discuss the variety of activities that might occur in the average day of a child. The teacher records the responses that will probably begin with awaking, getting out of bed, etc. and will end with falling asleep. The child's schedule is compared to an average day's activities for a father and a mother. The daily routines of the adults are also recorded by the teacher. The pupils discuss the similarities and the differences in the two types of schedules, the variety of responsibilities, the work, the play, etc. The children are then led to describe their ideas of a "perfect" day for themselves—one that is full of the most pleasant adventures. The pupils include their own favorite pastimes along with some activities they would like to perform but which are usually attributed to adults.

3. Each child in turn describes to the class his idea of a perfect day with his mother and a perfect day with his father. The teacher records the responses on separate papers and leads the children to compare their descriptions. Each pupil is given crayons and two sheets of newsprint to use in making pictures of the days he described. The teacher discusses the children's work with them individually and attaches their previously recorded descriptions to their pictures as a narrative.

4. The record "Goldilocks and the Three Bears" is played while the pictures in the book are shown to the children. After discussing the story, the pupils retell it in the proper sequence.

5. Each pupil is given a large sheet of newsprint and some white glue. The teacher demonstrates tearing colored construction paper into different shapes and making a design. A variety of colored paper is made available to the class. The children are instructed to make pictures of their own families by tearing the sheets of colored paper into the desired shapes and by pasting them onto the newsprint. The pupils take turns describing their completed work to the class.

6. One or several of the following poems are read and are discussed with the class.

"The Twins"

The two-ones is the name for it,
And that is what it ought to be,
But when you say it very fast,
It makes your lips say twins, you see.

When I was just a little thing,
About the year before the last,
I called it two-ones all the time,
But now I always say it fast.

Elizabeth Madox Roberts

"Little"

I am the sister of him
And he is my brother.
He is too little for us
To talk to each other.

So every morning I show him
My doll and my book;
But every morning he still is
Too little to look.

Dorothy Aldis

Mother shake the cherry-tree,
   Susan catch a cherry;
Oh how funny that will be,
   Let's be merry!

One for brother, one for sister,
   Two for mother more,
Six for father, hot and tired,
   Knocking at the door.

Christina Georgina Rossetti

"Grownups"

They're big,
They're broad,
They're tall,
They're strong.
Their hands are large,
Their legs are long.
And no one tells them
What to do.
I wish I were
A grownup, too.

For then I'd live
Without a care:
I'd never have to
Comb my hair;
I'd never have to
Nap at noon.
I'd like to be
A grownup soon.

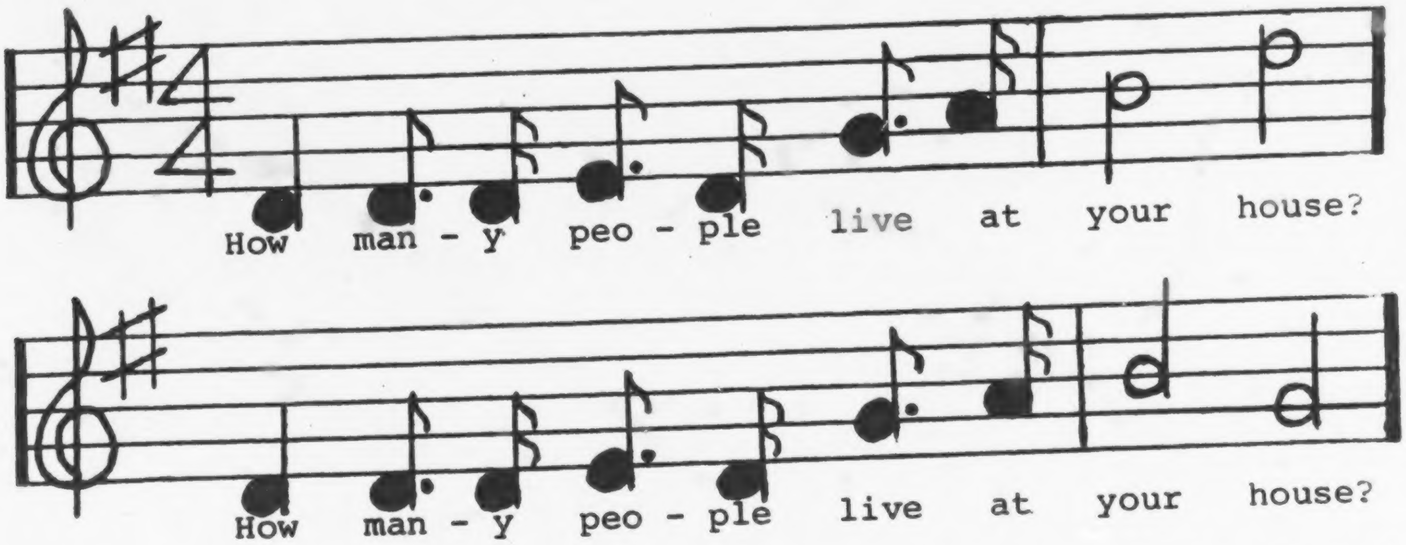
William Wise

7. The teacher sings one or both of the following songs, repeating each of them while the children learn the words.

"How Many People Live at Your House?"

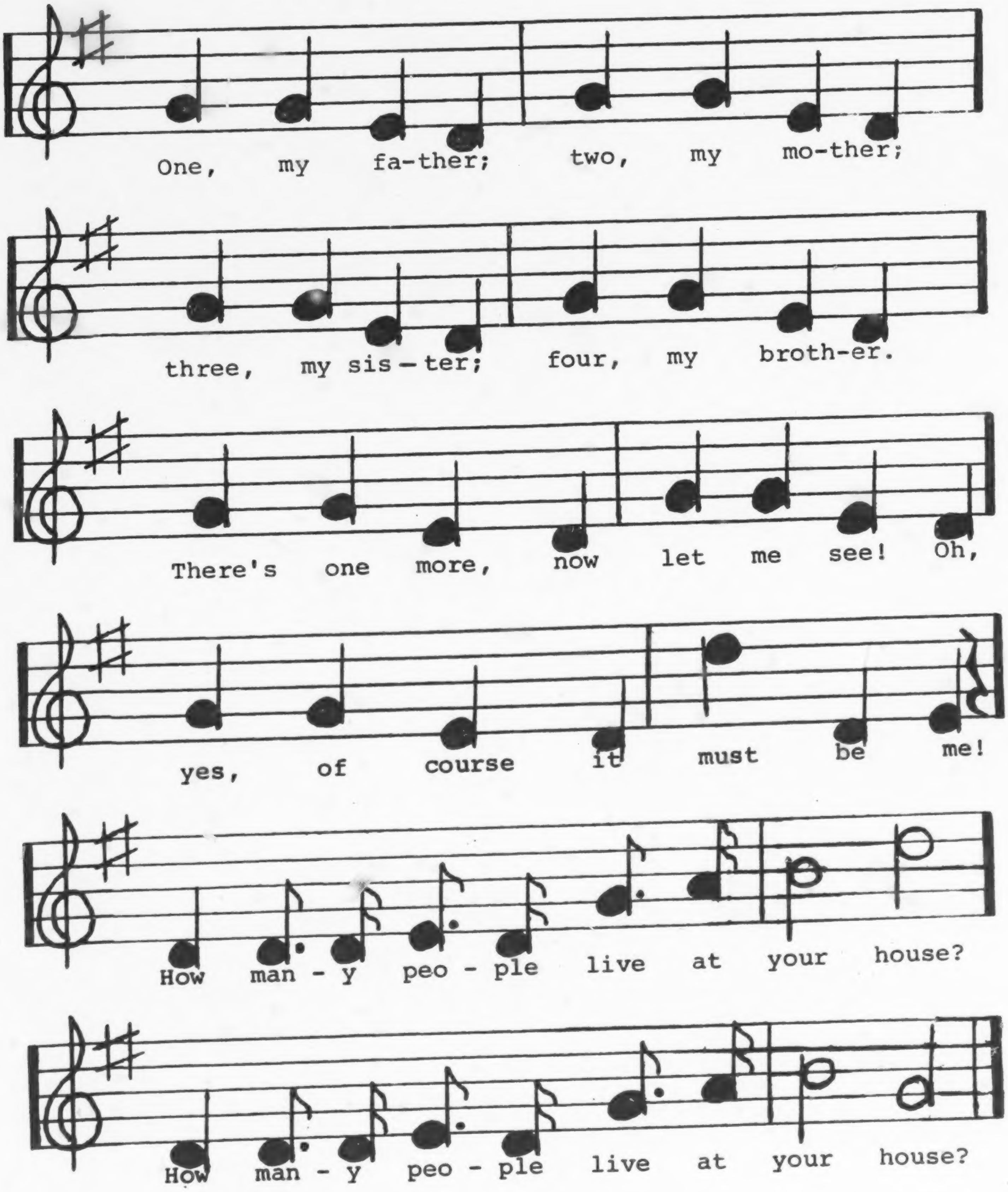
Lucille F. Wood

Lucille F. Wood


How many - y peo - ple live at your house?
How many - y peo - ple live at your house?

(Continued on the next page)

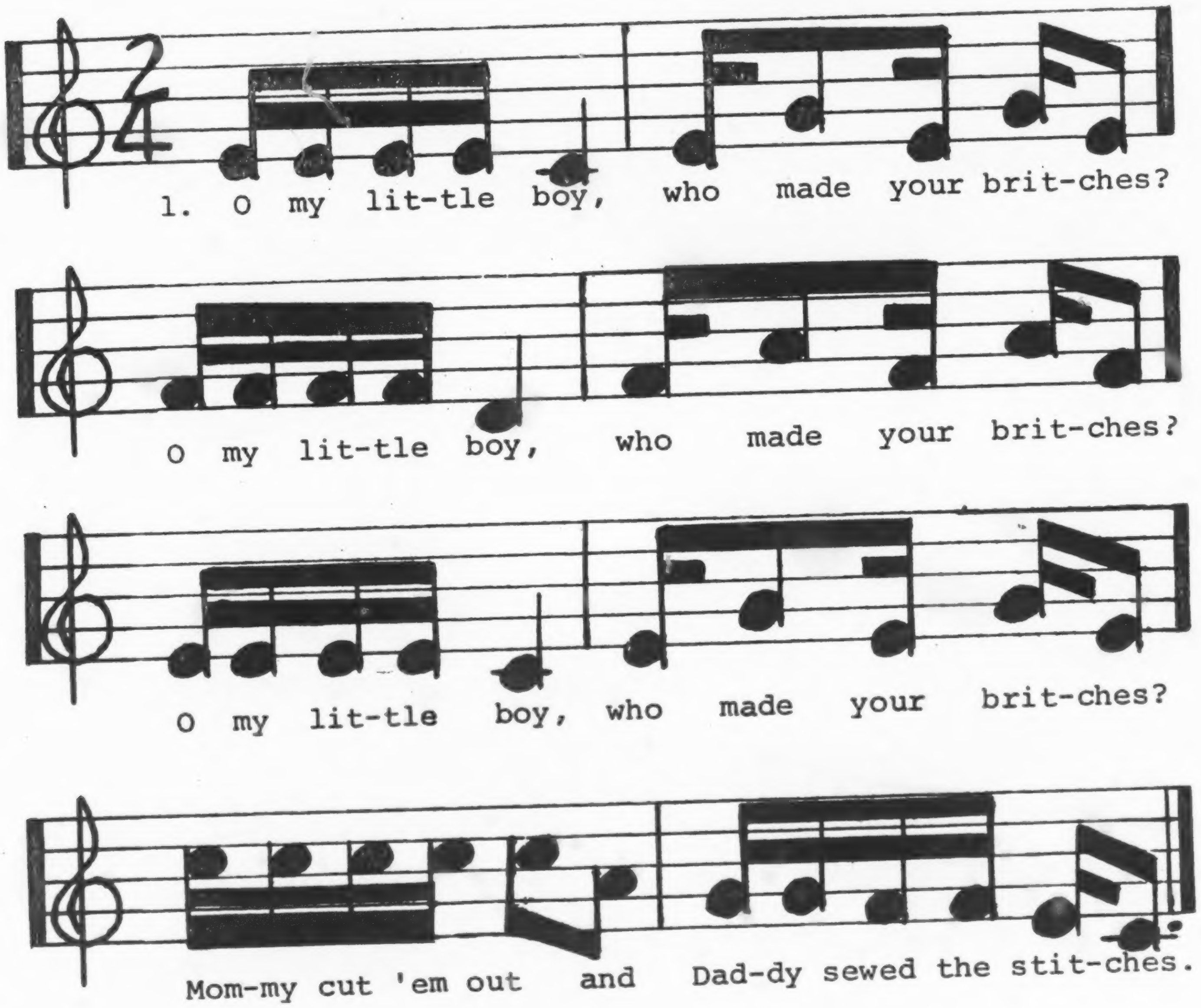
"How Many People Live at Your House?" (cont'd)


One, my fa-ther; two, my mo-ther;
three, my sis – ter; four, my broth-er.
There's one more, now let me see! Oh,
yes, of course it must be me!
How man - y peo - ple live at your house?
How man - y peo - ple live at your house?

Lesson 14

"O My Little Boy"

Alabama Folk Song


1. O my lit-tle boy, who made your brit-ches?
O my lit-tle boy, who made your brit-ches?
O my lit-tle boy, who made your brit-ches?
Mom-my cut 'em out and Dad-dy sewed the stit-ches.

2. O my little girl, who braids your pigtails?
Etc.
Mamma braids the braids and Daddy ties the ribbon.

3. O my little boy, who tied your shoelace?
Etc.
I can tie my own, and no one needs to help me.

8. One or several of the following books, records and filmstrips are used in correlation with the concepts studied in the lesson.

AMA's Miracle of Life and Sex Education Series, Chicago: American Medical Association.

Big Brother by Charlotte Zolotow, New York: Harper and Brothers Publishers, 1960.

Big Sister and Little Sister by Charlotte Zolotow, New York: Harper and Row Publishers, 1966.

Daddies by Lonnie C. Carton, New York: Random House, 1963.

Evening, Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

Father Is Big, Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

Grandfathers Are to Love by Lois Wyse, New York: Parents' Magazine Press.

Grandmothers Are to Love by Lois Wyse, New York: Parents' Magazine Press.

How Big Is Big? by Herman and Nina Schneider, New York: W. R. Scott, 1946.

If I Were a Mother by Kazue Mizumura, New York: Thomas Y. Crowell Company, 1968.

Little, Big, Bigger by Beth Clure, Glendale, California: Bowmar. ("Manipulative Books" Series)

Morning, Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

My Mother and I by Aileen Fisher, New York: Thomas Y. Crowell Company, 1967.

Stevie by John Steptoe, New York: Harper and Row Publishers, 1969.

The Little Family by Lois Lenski, Garden City, New York: Doubleday and Company, Inc., 1932.

The Very Little Girl by Phyllis Krasilovsky, Garden City, New York: Doubleday and Company, Inc., 1953.

The Wonderful Little Boy by Helen C. Buckley, New York: Lothrop, Lee and Shepard Company, Inc., 1970.

Two Many Crackers by Helen C. Buckley, New York: Lothrop, Lee and Shepard Company, Inc., 1966.

"My Family—My Home," Glendale, California: Bowmar. (Picture Story Set from "Early Childhood" Series)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Family

Grandfather

Grandmother

Aunt - Aunts

Uncle - Uncles

Cousin - Cousins

Line - Lines

Man - Men

Woman - Women

People

Read - Reading - Read

Help - Helped

Make - Made

Size

Miss

Mr.

Mrs.

Who

PROJECT LANGUAGE

LEVEL II

Lesson 15

SPECIFIC BEHAVIORAL OBJECTIVES

1. When asked, "How old are you?" each child gives his age in years by saying, "I am __________ years old."
2. When shown flannel-board pictures of clothing pieces and asked, "What is (are) that (those)?" each child names the items by saying, "That (Those) is (are) (a) skirt (blouse, dress, pants, shirt, shoes, coat)."

MATERIALS:

The Three Billy Goats Gruff by P. C. Asbjornsen and J. E. Moe, New York: Harcourt, Brace and World, Inc., 1957.
Flannel-board set of numerals (used previously)
Flannel board (used previously)
The Youngest One by Taro Yashima, New York: The Viking Press, 1962.
Crayons (used previously)
12" X 18" Newsprint (one sheet for each child)
Instructo flannel-board set, "The Negro Family"
Instructo flannel-board set, "Members of the Family"
Flannel-board set of clothing items
Large photographs of families (used previously)
Woman's dress
Woman's shoes
Man's shirt
Man's shoes

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher reads the book The Three Billy Goats Gruff and reviews the words describing size. The pupils are asked to retell the tale, stating all of the events in the correct sequence. Each child is then given a turn to take part in dramatizing the story. The pupils are encouraged to create their own dialogue, speaking freely. The group discusses the possible ages of the Billy Goats in relation to their sizes, for example: the biggest goat might be the oldest, etc. The various sizes and ages of human family members are considered, including the fact that people are usually born into families. Often, family members do not all live together. Sometimes, people who are not really members are considered to belong to the family with whom they live. Different family members are born at various times. The number of years since each person's birth is his age.

The children are led to discuss their own ages. The teacher asks each child in turn:

(Teacher) "How old are you?"

and helps that child to answer:

(Pupil) "I am __________ years old."

The pupils compare their ages to those of their younger brothers and sisters who might be three or four, as well as to those of their older brothers, sisters and parents. Each child is given a turn to come to the front of the group while the teacher discusses with him that he was born __________ years ago; therefore, he is __________ years old. The teacher asks again:

(Teacher) "How old are you?"

and the child answers:

(Pupil) "I am __________ years old."

All of the children who are four years old are instructed to stand. The teacher asks:

(Teacher) "How old are you?"

The pupils answer together:

(Pupils) "I am four years old."

The teacher asks the children to hold up one finger for each year of their age. As the pupils count their four fingers, the teacher places the numeral four on the flannel board and introduces it to the group. The numeral represents the number of years since the children were born—their age. The actions and the dialogue are repeated with the children who are five years old and with those who are six years old, etc.

Activity 2

The book The Youngest One is read and is discussed with the group. Each child is encouraged to describe to the class the members of his own family. The pupils are given crayons and newsprint to make pictures of their families. Talking with each child individually about his work, the teacher leads him to identify the various family members pictured. The teacher asks:

(Teacher) "Who is he (she)?"

The pupil answers:

(Pupil) "He (She) is my father (mother, brother, sister, etc.)."

At this time, the teacher also asks the child to name the members of his family, to describe their sizes and ages, and to count them.

When all the children have finished, the teacher leads them to compare their pictures.

Activity 3

The teacher displays the large photographs of families and discusses the clothes the people are wearing. The pupils examine and talk about their own clothes. The teacher then identifies the various pictured items by saying:

(Teacher) "That (Those) is (are) (a) (clothing item)."

Each child has a turn to come to the front of the group to match the clothes he is wearing to similar ones shown in the pictures. The pupils practice identifying the items by saying:

(Pupil) "This (These) is (are) (a) (clothing item)."

The flannel-board family members are placed on the flannel board. The teacher points to each figure in one of the family photographs and asks:

(Teacher) "Who is he (she)?"

The children answer:

(Pupils) "He (She) is the father (mother, brother, sister, baby)."

As each pictured family member is identified, one child is asked to go to the flannel board to select the corresponding figure there. When the entire flannel-board family has been identified, their clothing is discussed. While each item is being considered, the pupils are instructed to look at their own clothing to see if they are wearing something similar. The colors and the textures of the clothes are emphasized.

The children sit in a circle and the teacher selects one child to be "Mr. Policeman" or "Mrs. Policeman." The teacher says:

(Teacher) "Oh! Mr. (Mrs.) Policeman, I have lost my little boy (girl). Will you please help me?"

"Mr. (Mrs.) Policeman" answers:

(Pupil) "Yes."

The teacher describes the appearance of one of the seated children including hair, shirt, pants, dress and shoe colors or any other distinguishing features. (The teacher must be careful not to look at the child she is describing or an obvious clue will be given to the "policeman.") The teacher then says:

(Teacher) "Please bring me my little boy (girl)."

The "policeman" walks slowly around the quiet circle until he finds the "lost" child and takes him by the hand to the teacher. The teacher asks the group:

(Teacher) "Is he (she) my little boy (girl)?"

The children answer together:

(Pupils) "Yes, he (she) is!" or "No, he (she) isn't!"

The teacher verifies the response of the class by saying:

(Teacher) "He's (She's) my little boy (girl)."
"He's (She's) not my little boy (girl)."

If the "policeman's" choice was correct, the teacher says:

(Teacher) "Thank you, Mr. (Mrs.) Policeman!"

The "lost" child becomes the next "policeman." However, if the choice was incorrect, the teacher repeats the child's description and asks the "policeman" to search again.

The teacher places randomly on the flannel board the articles of clothing from the flannel-board set. The children, as a group, identify each piece as it is displayed on the board, by saying:

(Pupils) "That (Those) is (are) (a) (clothing item)."

When all of the clothes have been displayed, the flannel-board figures of a father, a mother, a brother and a sister are placed on the board—one in each corner. The pupils are led to discuss the types of clothing worn by each family member and to compare them. For example: the mother and the sister wear skirts, blouses, dresses, women's shoes, hats and purses in contrast to the shirts, ties, pants, coats, men's hats and shoes worn by the father and the brother. The concepts of "big (large)" and "little (small)" are emphasized as aids to distinguish between the clothes worn by the mother and the sister as well as to determine those worn by the father and the brother. Each item of clothing is discussed in turn and is placed next to the family figure to whom it belongs.

The teacher holds up the real clothing items and discusses them with the group. The girls take turns trying on the dress and the woman's shoes to see that they are really bigger than those they would use as a sister. The boys do the same with the shirt and the man's shoes. The poem "Shoes" is read and is discussed with the pupils.

"Shoes"

My father has a pair of shoes
   So beautiful to see!
I want to wear my father's shoes —
   They are too big for me.

My baby brother has a pair
   As cunning as can be!
My feet won't go into that pair —
   They are too small for me.

There's only one thing I can do
   Till I get small or grown,
If I want to have a fitting shoe,
   I'll have to wear my own.

Tom Robinson

Each child is given a turn to select a flannel-board item of clothing, to identify it and to place it on the flannel board next to the family member who would use it. At this time, the children practice using sentences such as:

(Pupils) "The shirt is worn by the father. He is big."
etc.

Speech variations are encouraged as long as the pupils are speaking correctly.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The pupils discuss the clothing they wear while playing outside in different kinds of weather. The healthful aspects of careful dressing are considered. The teacher leads the children to review making the large cardboard figures—a boy and a girl—as was suggested in the Supplemental Activities for Lesson 3. The pupils determine the articles of clothing that the figures will need in order to be well dressed in any sort of weather. The class is divided into two groups—the girls and the boys. Using the cardboard figures as patterns, the children in each group make a variety of paper clothing pieces, for example: dresses, sweaters, shorts, long pants, hats, coats, shirts, mittens, jackets, boots, shoes, etc. Crayons and large sheets of newsprint are used to make the clothes which are cut out when they are completed. At the beginning of class each morning, the figures are dressed for the weather that day. A re-usable adhesive or a similar substance is used to attach the paper clothing to the cardboard figures.

2. Given crayons and sheets of newsprint, the children make pictures of themselves in their favorite clothes. The teacher discusses each child's work with him individually, encouraging him to talk freely about his picture.

3. The children are asked to bring from home a variety of cloth scraps. The teacher gives each child a large sheet of newsprint, white glue and scissors. The cloth scraps are cut into various shapes and are pasted to the paper to form a picture—a collage. The pupils are instructed to make pictures of their houses and of their families. Each child has a turn to describe his work to the group.

4. The class is divided into small groups of four to six children. The groups are given sets of paper dolls so that each child has one. Boys will prefer boy dolls while girls will enjoy girl dolls. The children in each group separate the clothing pieces and determine the items that belong to specific figures. The pupils are encouraged to create free dialogues to accompany the activities of the dolls. If the boys do not wish to actually manipulate the dolls, they may enjoy joining the accompanying conversation.

5. The teacher leads the children to discuss the making of clothing. Patterns of both boys' and girls' clothes are shown and are explained to the group. The following procedure is discussed: the selection of the materials and the pattern, the cutting of the fabric and the sewing of the garment. Home sewing is compared to that done in clothing factories. The various machines used are considered. The girls may be interested in the special group project of sewing a simple piece of clothing for a doll in their classroom. The

pupils are given cloth, thread, needles, pins and a pattern. The teacher assists the girls during playtime while encouraging the boys to watch or even to help if they wish. When the garment is completed, the group discusses it.

6. One or several of the following poems are read and are discussed with the group.

"Five Years Old"

Please, everybody, look at me!
Today I'm five years old, you see!
And after this, I won't be four,
Not ever, ever, any more!
I won't be three—or two—or one,
For that was when I'd first begun.
Now I'll be five a while, and then
I'll soon be something else again!

Marie Louise Allen

"Feet"

I am a little boy.
When I go walking with my mother,
    all I see is feet.

I get tired of seeing feet, feet, feet.
They make me dizzy.
When anybody speaks to me, I have to look
    to see who it is.

Then my neck gets tired.
But some day I will grow and see
    faces.

Harry

"Choosing Shoes"

New shoes, new shoes,
    Red and pink and blue shoes.
Tell me, what would you choose,
    If they'd let us buy?

Buckle shoes, bow shoes,
    Pretty pointy-toe shoes,
Strappy, cappy low shoes;
    Let's have some to try.

(Continued on the next page)

"Choosing Shoes" (cont'd)

Bright shoes, white shoes,
Dandy-dance-by-night shoes,
Perhaps-a-little-tight shoes,
Like some? So would I.

But

Flat shoes, fat shoes,
Stump-along-like-that shoes,
Wipe-them-on-the-mat shoes,
That's the sort they'll buy.

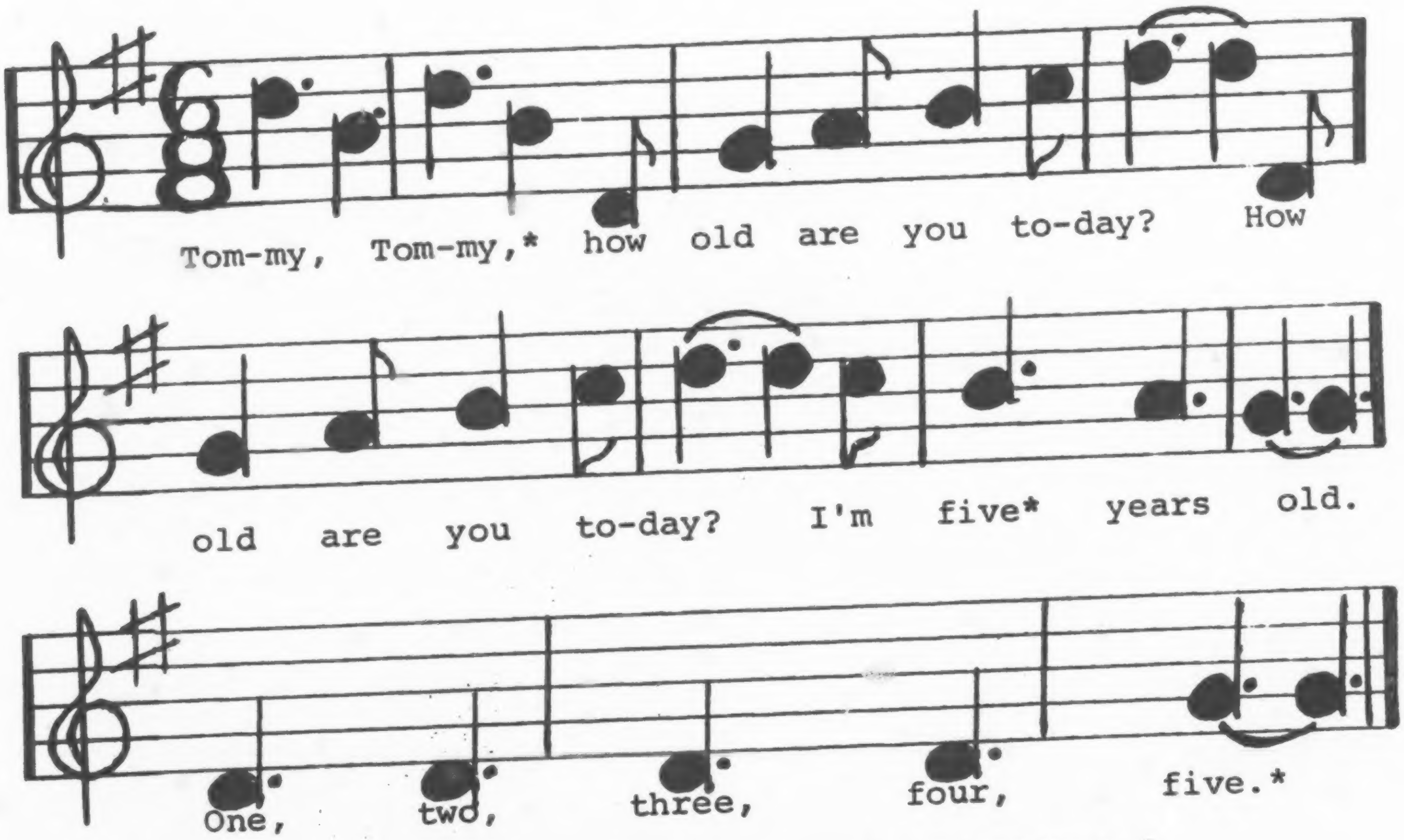
Ffrida Wolfe

7. The teacher sings one or several of the following songs, repeating each of them while the children learn the words.

"How Old Are You?"

Lucille F. Wood

Lucille F. Wood


Tom-my, Tom-my,* how old are you to-day? How
old are you to-day? I'm five* years old.
One, two, three, four, five.*

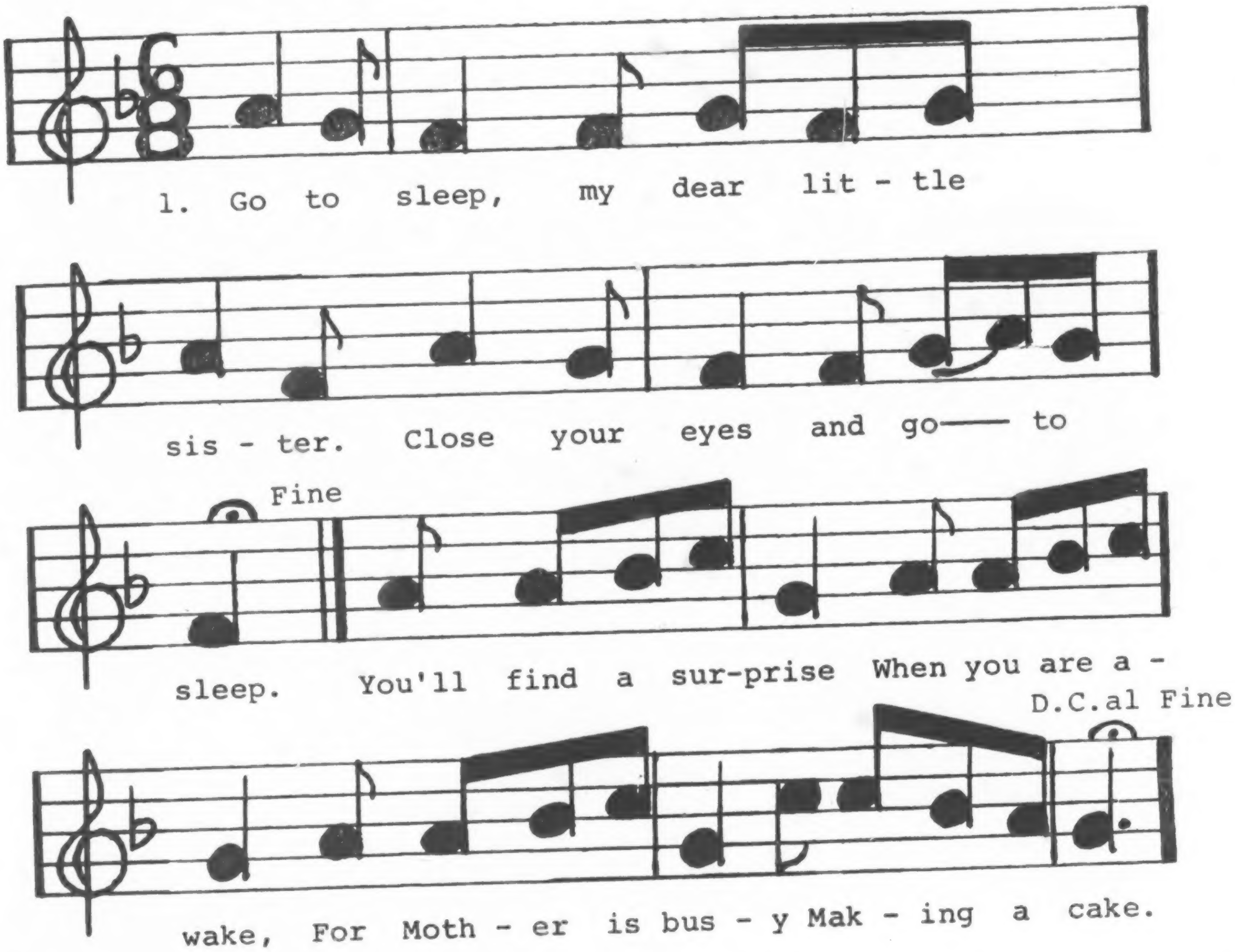
*A specific child's real name and age are substituted.

Lesson 15

"Fais do do"

Paraphrased by
Eleanor Graham Vance

French Nursery Song


1. Go to sleep, my dear lit - tle
sis - ter. Close your eyes and go— to
Fine
sleep. You'll find a sur-prise When you are a -
D.C.al Fine
wake, For Moth - er is bus - y Mak - ing a cake.

2. Go to sleep,
my dear little brother,
Close your eyes and go—— to sleep.
When Daddy comes home,
He'll make you a boat.
When you have your bath,
We'll set it a-float.

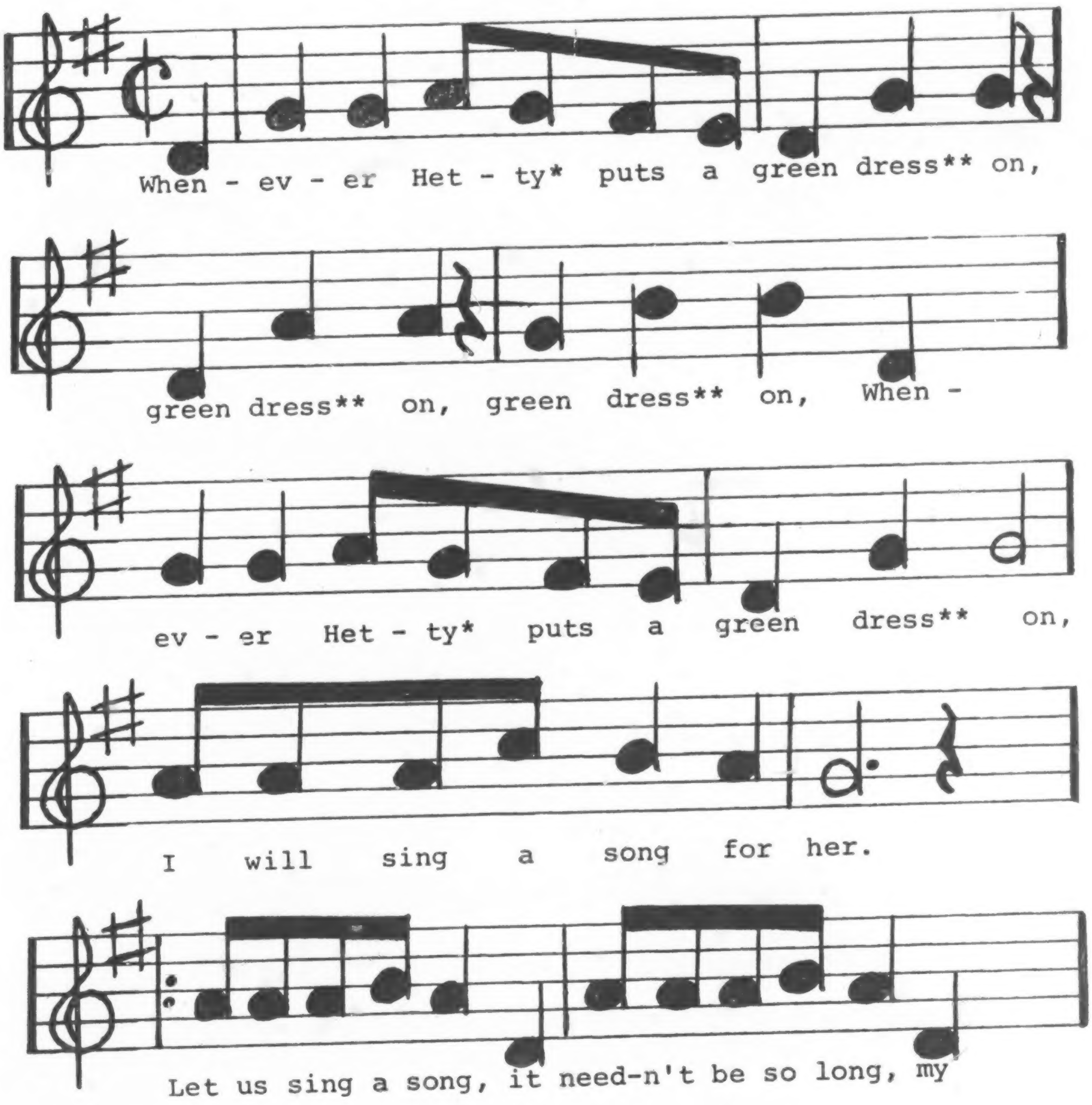
3. Go to sleep,
my dear little teddy,
Close your eyes and go—— to sleep.
I'll put a soft pillow
Under your head,
And I'll keep you warm
Right here in my bed.

Lesson 15

"The Green Dress"

Translated by Josef Marais

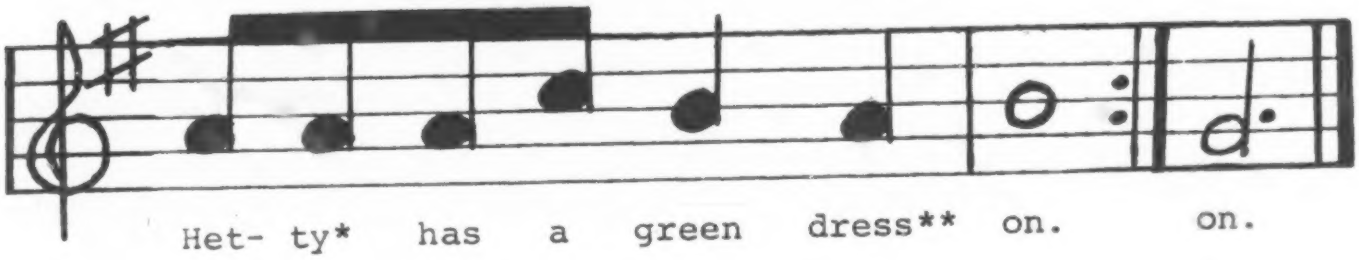
Folk song from South Africa


When - ev - er Het - ty* puts a green dress** on,
green dress** on, green dress** on, When -
ev - er Het - ty* puts a green dress** on,
I will sing a song for her.
Let us sing a song, it need-n't be so long, my

(Continued on the next page)

*A specific child's real name is substituted.
**An article of the child's actual clothing is substituted.

"The Green Dress" (cont'd)



*A specific child's real name is substituted.
**An article of the child's actual clothing is substituted.

8. One or several of the following books, records and filmstrips are used in correlation with the concepts studied in the lesson.

A Lion in the Meadow by Margaret Mahy, New York: Franklin Watts, Inc., 1969.

Benny's Four Hats, Glendale, California: Bowmar. (Book and record from "Early Childhood" Series)

Grandfather and I by Helen E. Buckley, New York: Lothrop, Lee and Shepard Company, Inc., 1959.

Grandmother and I by Helen E. Buckley, New York: Lothrop, Lee and Shepard Company, Inc., 1961.

Hush Little Baby illustrated by Aliki, Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Sleep, Baby, Sleep illustrated by Trudi Oberhansli, New York: Atheneum, 1967.

The Grown-Up Day by Jack Kent, New York: Parents' Magazine Press.

The Winter Child by Lee Wyndham, New York: Parents' Magazine Press, 1970.

Umbrella by Taro Yashima, New York: The Viking Press, 1958.

What Can You Do with a Shoe? by Beatrice S. De Regniers, New York: Harper and Row Publishers, 1955.

Where Did Josie Go? by Helen C. Buckley, New York: Lothrop, Lee and Shepard Company, Inc., 1962.

"The Home Community," produced by William P. Gottlieb Co., New York: Educational Record Sales. (Set of records and filmstrips)

"Growing Up, Growing Older," A Stephen Bosustow Production, Santa Monica, California: BFA Educational Media (16mm Film)

Additional Vocabulary Words

The words are to be included whenever possible in the class discussions.

Needle

Thread

Ribbon - Ribbons

Tie - Ties

Cap - Caps

Boots

Socks

Sweater - Sweaters

Jacket - Jackets

Glove - Gloves

Raincoat - Raincoats

Umbrella - Umbrellas

Clothing - Clothes

Wear - Wore

Have - Had

Tear - Torn

Loose

Tight

PROJECT LANGUAGE

LEVEL II

Lesson 16

SPECIFIC BEHAVIORAL OBJECTIVES:

1. When shown a drawn picture of a boy and a drawn picture of a girl and instructed, "Point to the picture of a girl," each child performs the action.

2. When given flannel-board pictures of a boy's shirt, a girl's dress, a man's tie, a woman's shoes, a brother, a sister, a father and a mother; and instructed to place the pictures of the clothing items with the pictures of the family members to whom they belong, each child performs the action.

3. When asked, "In what town do you live?" or "Near what town do you live?" (depending upon whether the child's address is an urban or a rural one) each child says, "I live in (near) (name of town)."

MATERIALS:

Flannel board (used previously)
Flannel-board set of clothing items (used previously)
Large photographs of families (used previously)
Magazines (one for each child)
Scissors (used previously)
White paste (used previously)
Flannel-board picture of a farmer
"At the Farm" picture set
"In the City" picture set
Cookies (two for each child)

TIME: This lesson is planned for a two-hour period.

PROCEDURE:

Activity 1

The teacher leads the group in a brief review discussion of the flannel-board clothing items and the family members to whom they belong. Each child is given pages 12-15 of the

Pupil's Book. The large photographs of families are displayed and each of the pictured persons is identified as the teacher points to them in turn, asking:

(Teacher) "Who is he (she)?"

The children respond:

(Pupils) "He (She) is the father (mother, brother, sister, baby),"

and select the corresponding family members pictured on the Pupil's Book pages. The teacher reviews with the children the sizes and the ages of various family members.

Magazines, scissors and paste are given to the pupils who are instructed to find and to cut out five pictures of clothing articles—one for each family member. An item of clothing which would be used by the father, for example, is pasted next to his picture on page 12. The remaining four magazine pictures are placed on the pages with the persons who would use the pictured clothes. The teacher discusses each child's work with him individually while asking him to identify the family members and the articles of clothing. The pupil is encouraged to tell why he selected the pictures which he pasted beside each of the persons shown on the pages.

Activity 2

The children are instructed to form a circle to play "The Father's in the House," sung to the tune of "The Farmer's in the Dell." A boy is chosen to be the "father" who chooses the "mother," etc.

"The Father's in the House"

Words Adapted Traditional

The father's in the house,
The father's in the house,
Heigh-ho the merry-oh,
The father's in the house.

The father takes the mother,
Etc.

The mother takes the brother,
Etc.

The brother takes the sister,
Etc.

(Continued on the next page)

"The Father's in the House" (cont'd)

The sister takes the baby,
Etc.

The baby stands alone,
Etc.

The child—the "baby"—remaining alone in the circle chooses the next "father."

Activity 3

The teacher displays the flannel-board picture of a farmer and discusses with the children which family member he is. The discussion continues, including the house where the farmer lives with his family. Using pictures of a city house and of a farm house, the teacher leads the pupils to determine which would more likely be the farmer's house. The group discusses the duties of the farmer who lives in a house on a farm. Not all people live on farms: some live in the country while others live in houses close together in a city. All people who live in the country or on a farm live near a town where they go to shop. Displaying general pictures of both the farm and the city, the teacher leads the children to compare the two localities. Pointing to the farm, the teacher identifies it as:

(Teacher) "That is a farm. The farmer lives on the farm."

The teacher points to the city picture and says:

(Teacher) "That is a city."

The pupils discuss whether they themselves live in houses in a city, in a town, in the country near a town, or on a farm near a town. After comparing the various locations, the teacher discusses the area of each child's home with him individually. The pupils living in a city or in a town learn to answer the question:

(Teacher) "In what town do you live?"

by saying:

(Pupils) "I live in (name of town)."

The children who live on a farm or in the country are asked:

(Teacher) "Near what town do you live?"

The pupils answer:

(Pupils) "I live near (name of town). I live in the country (on a farm)."

All houses, towns, cities and farms are connected by streets and roads like those shown in the city and the farm pictures. The children are led to discuss the streets and the roads on which they go home from school—walking, riding on a school bus or riding in a car. Each house is near a street or a road which has a name. Cities and towns have many streets with houses, schools, churches and stores; while the country farms are usually connected by a few roads. People describe to their friends the locations of their homes by naming the streets or the roads on which they live. Each child is asked the name of the street or the road near his home.

(Teacher) "Where do you live?"

The child is helped to answer:

(Pupil) "I live on __________ street (road)."

Since friends must know the address before visiting someone's home, the pupils practice naming their streets or roads and giving directions to their houses. Each child invites a "friend" to his home and gives his address by saying:

(Pupil) "I live on _________ road (street)."

The "friend" goes to the child's imaginary house, knocks and exchanges greetings:

(Host pupil and guest pupil in turn) "Hello."

"Hello."

"How are you?"

"I am fine, thank you. How are you?"

"I am fine, thank you. Please come in."

The child "shows" his house to his "friend," inviting him to have a cookie. They sit together, eating their cookies and talking freely. The procedure is repeated as the host children become guests and vice versa.

SUGGESTIONS FOR SUPPLEMENTAL ACTIVITIES:

1. The teacher leads the children to play "As I Was Walking Down the Street." The game was learned in Lesson 10.

2. The entire flannel-board set of clothing items is displayed on the flannel board. The teacher leads the pupils to determine the various pieces that go together, for example: a skirt and a blouse, two shoes, a shirt and pants, etc. Sets of three clothing items are then placed on the flannel board. The children practice identifying the two pieces which go together. Examples of clothing items that could be included in a set are as follows: a skirt, a blouse, and a man's shoe; a shirt, a tie and a purse; two woman's shoes and a tie; etc. When the pupils have become proficient in their selections, they take turns placing the sets of three items on the flannel board while a classmate identifies the two pieces that go together.

3. Each child is given a sheet of newsprint and an assortment of ice cream sticks and toothpicks. The pupils are instructed to arrange the sticks on their papers to form pictures of their houses. The teacher discusses each child's work with him individually and then assists him in the following procedure: 1) hold a piece of window screen a few inches above the picture, 2) dip a toothbrush in thin colored paint of the pupil's choice, 3) rub the toothbrush evenly over the top surface of the screen causing the paint to splatter on the paper, 4) allow the painting to dry, 5) remove the ice cream sticks and the toothpicks. The children take turns describing their paintings to the class.

4. The pupils are given large sheets of newsprint and pieces of colored chalk. The teacher instructs the children to imagine that they are taking walks down the streets or the roads in front of their houses. The pupils are encouraged to make chalk pictures of the sights they would see as they walk through their own neighborhoods. The teacher discusses each child's work with him individually and then asks him to describe his picture to the class.

5. One or several of the following poems are read and are discussed with the class.

> It's fun to go out and buy new shoes to wear,
> To go to the shoe store and pick out a pair
> Of slippers with zippers or boots big and square—
> It's fun to go shopping for shoes.

Mary Ann Hoberman

"I'm Part"

I'm part of a family,
One of four.
Families grow ——
There may be more.

I'm part of a city,
A big one, too.
With homes and stores,
And even a zoo.

I'm part of a nation,
Land of the free.
I can be just what
I want to be.

I'm part of the world
And maybe some day
I'll travel around it,
Then come home to stay.

Inez Hogan

"Neighborly"

My mother sends our neighbors things
   On fancy little plates.
One day she sent them custard pie
   And they sent back stuffed dates.

And once she sent them angel food
   And they returned ice cream;
Another time for purple plums
   They gave us devil's dream.

She always keeps enough for us
   No matter what she sends.
Our goodies seem much better
   When we share them with our friends.

And even if they didn't, why,
   It's surely lots of fun,
'Cause that way we get two desserts
   Instead of only one!

Violet Alleyn Storey

"Roads"

A road might lead to anywhere—
To harbor towns and quays,
Or to a witch's pointed house
Hidden by bristly trees.
It might lead past the tailor's door,
Where he sews with needle and thread,
Or by Miss Pim the milliner's,
With her hats for every head.
It might be a road to a great, dark cave
With treasure and gold piled high,
Or a road with a mountain tied to its end,
Blue-humped against the sky.
Oh, a road might lead you anywhere—
To Mexico or Maine.
But then, it might just fool you, and—
Lead you back home again!

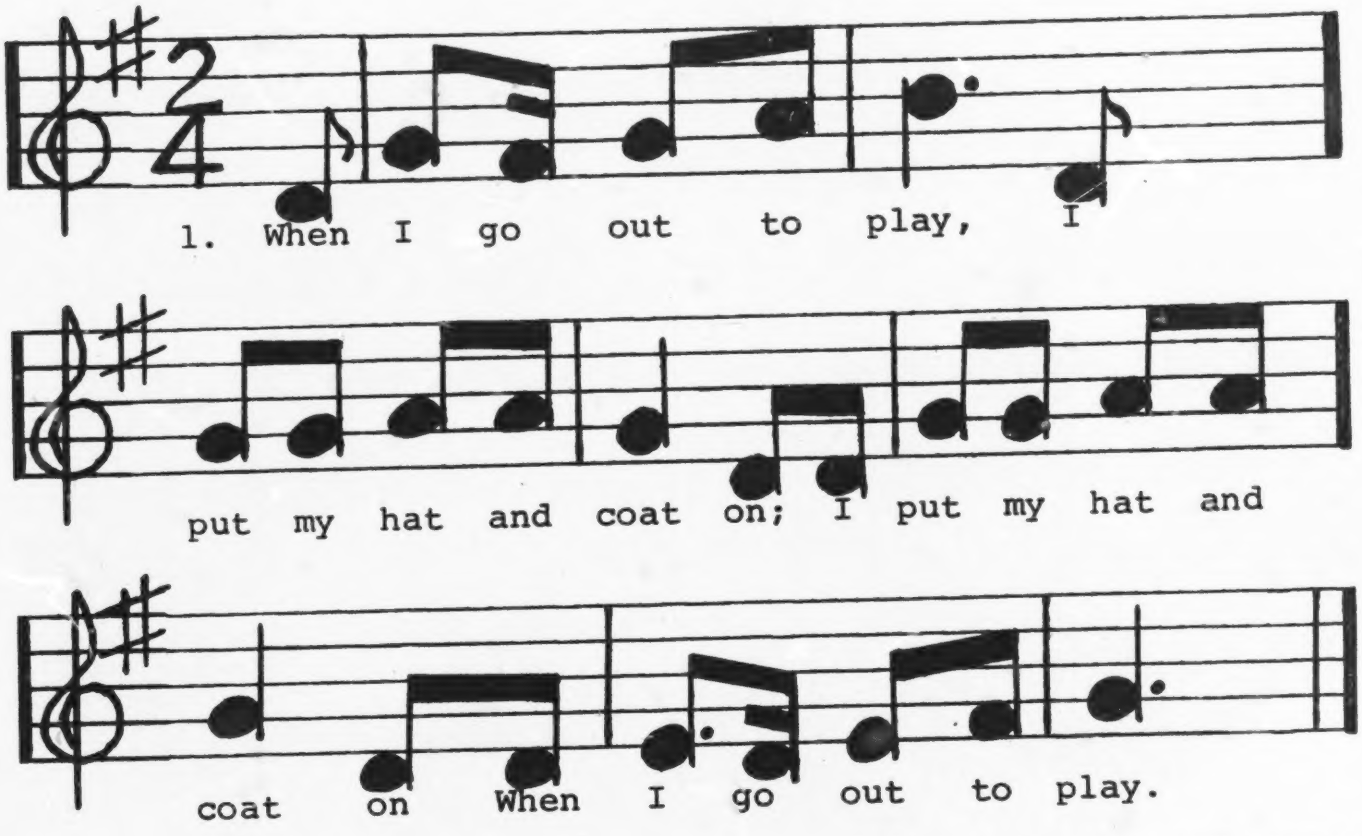
Rachel Field

6. The teacher sings one or more of the following songs, repeating each of them while the children learn the words.

"Hat and Coat"

Ernest Gold

Ernest Gold


1. When I go out to play, I
put my hat and coat on; I put my hat and
coat on When I go out to play.

(Continued on the next page)

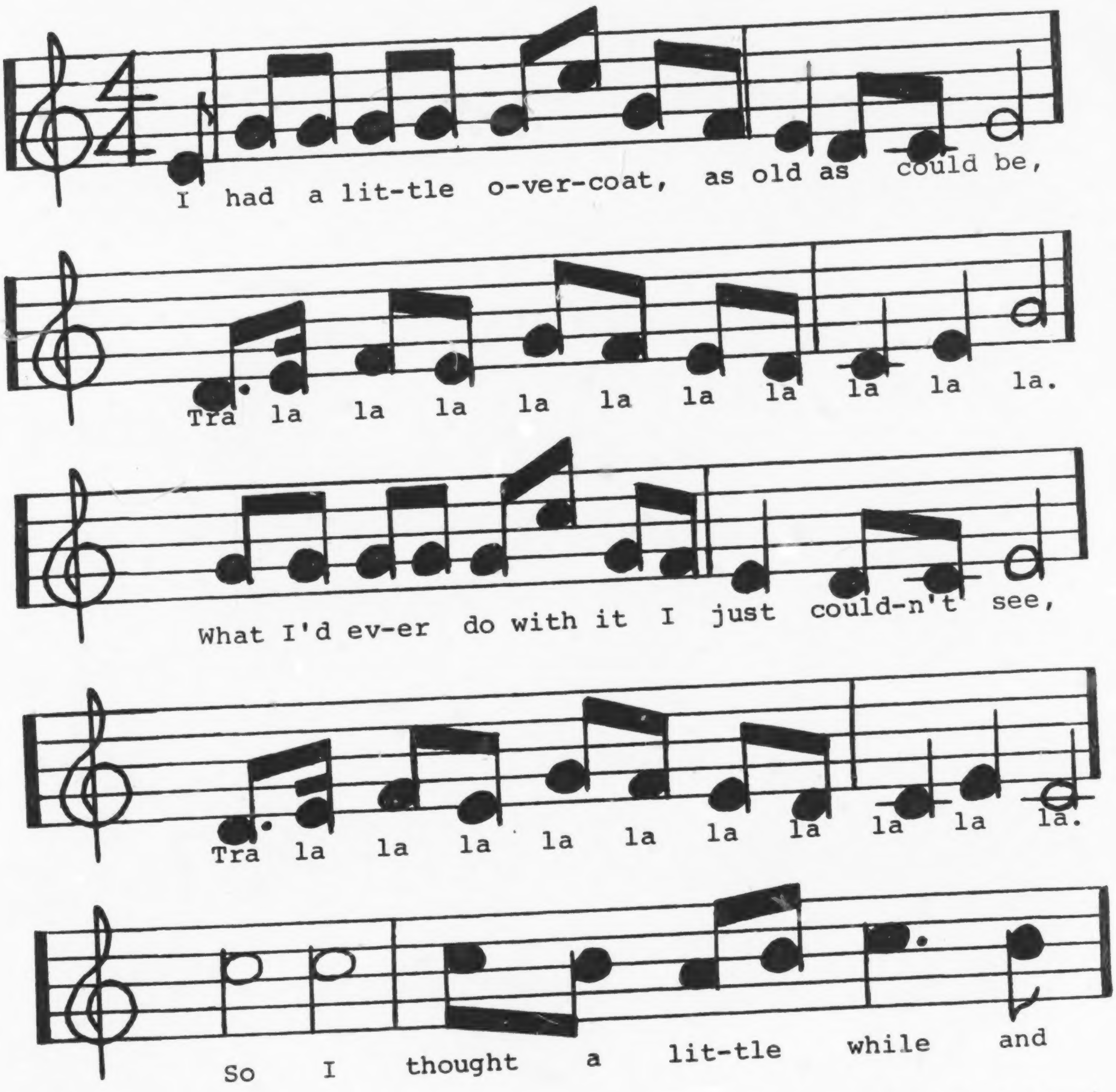
"Hat and Coat" (cont'd)

2. When I go back inside,
   I take my hat and coat off;
   I take my hat and coat off
   When I go back inside.

"I Had a Little Overcoat"

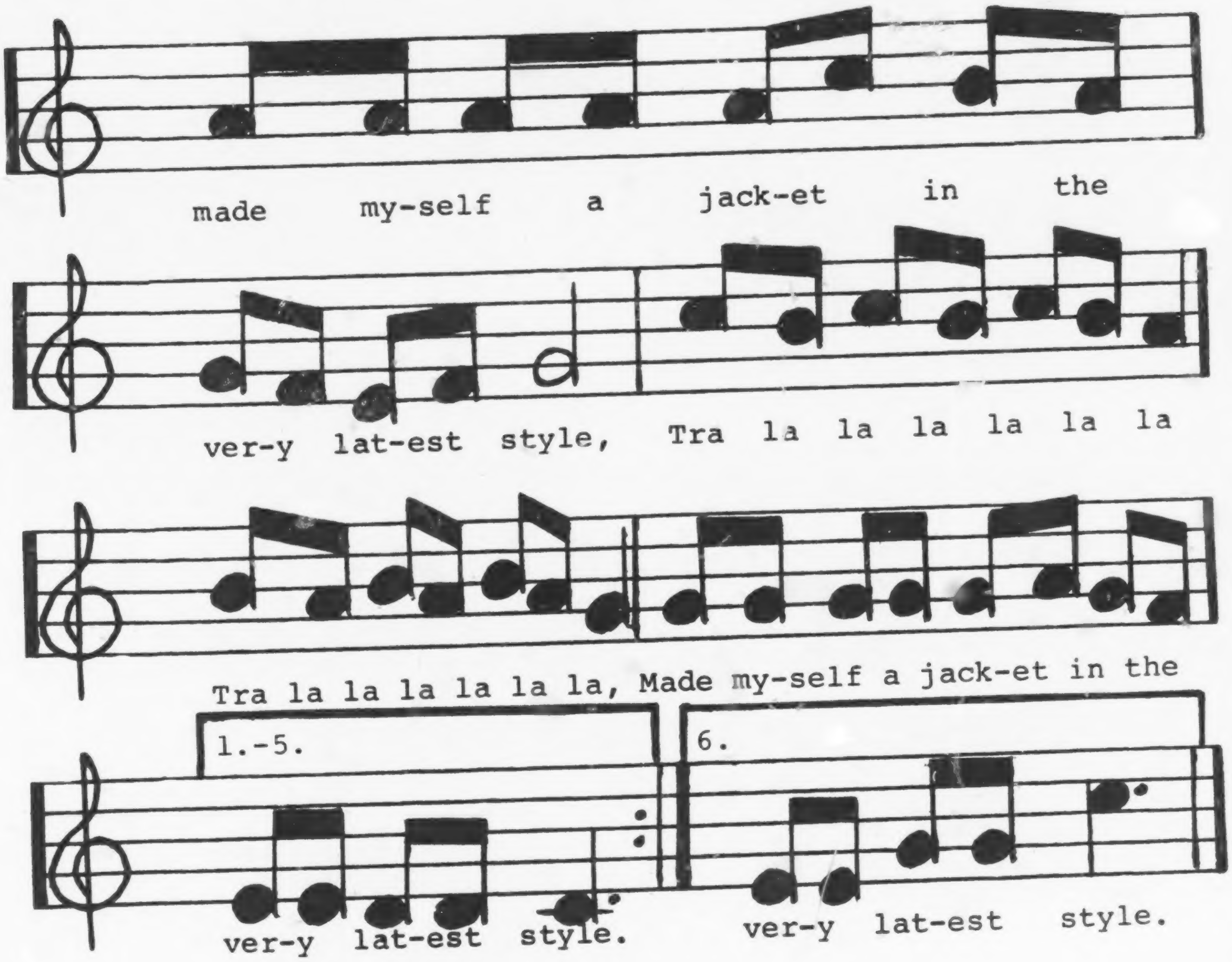
Translated by Teddi Schwartz
  and Arthur Kevess
Yiddish Folk Tune

Albert DeVito


I had a lit-tle o-ver-coat, as old as could be,
Tra la la la la la la la la la la.
What I'd ev-er do with it I just could-n't see,
Tra la la la la la la la la la la.
So I thought a lit-tle while and

(Continued on the next page)

"I Had a Little Overcoat" (cont'd)


made my-self a jack-et in the
ver-y lat-est style, Tra la la la la la la
Tra la la la la la la, Made my-self a jack-et in the
1.-5.
6.
ver-y lat-est style.
ver-y lat-est style.

2. I had a little jacket, it was...
...and made myself a vest...

3. I had a little vest, —— it was...
...and made myself a tie...

4. I had a little tie...
...and made myself a button...

5. I had a little button...
...and made myself a nothing...

6. I had a little nothing...
...and made myself a song...

7. One or several of the following books are used in correlation with the concepts studied in the lesson.

A Thousand Lights and Fireflies by Alvin Tresselt, New York: Parents' Magazine Press, 1965.

Eighteen Cousins by Carol G. Hogan, New York: Parents' Magazine Press, 1969.

Little Boy Who Lives Up High by John and Lucy Hawkinson, Chicago: Albert Whitman and Company, 1967.

Ronnie by Eileen Rosenbaum, New York: Parents' Magazine Press.

Sound of Sunshine, Sound of Rain by Florence P. Heide, New York: Parents' Magazine Press, 1970.

Sounds of Home by Martin, New York: Holt, Rinehart and Winston, Inc., 1966..

The City and Country Mother Goose, New York: American Heritage, 1969.

The Little House by Virginia Lee Burton, Boston: Houghton Mifflin Company, 1942.

"Other People around Me," Glendale, California: Bowmar. (Picture Story Set from "Early Childhood" Series)

Additional Vocabulary Words

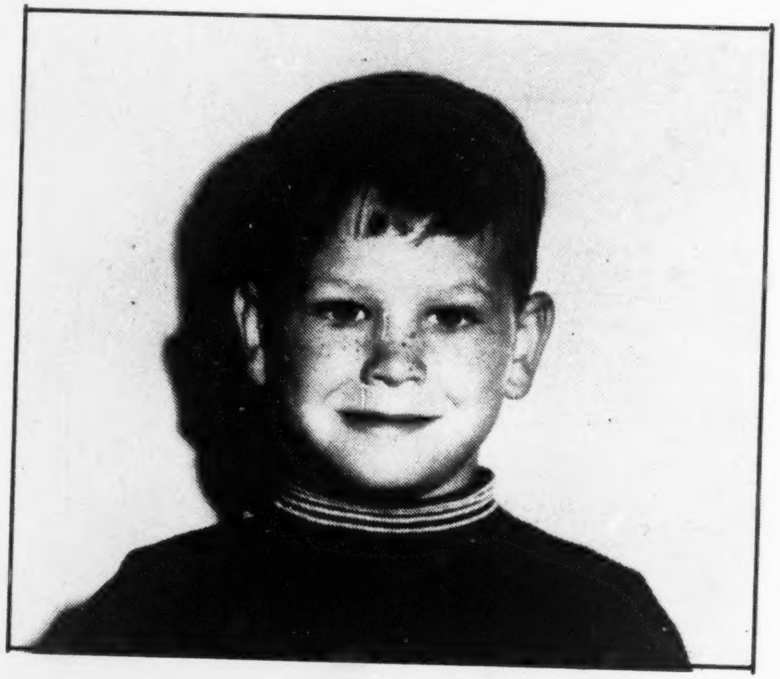
The words are to be included whenever possible in the class discussions.

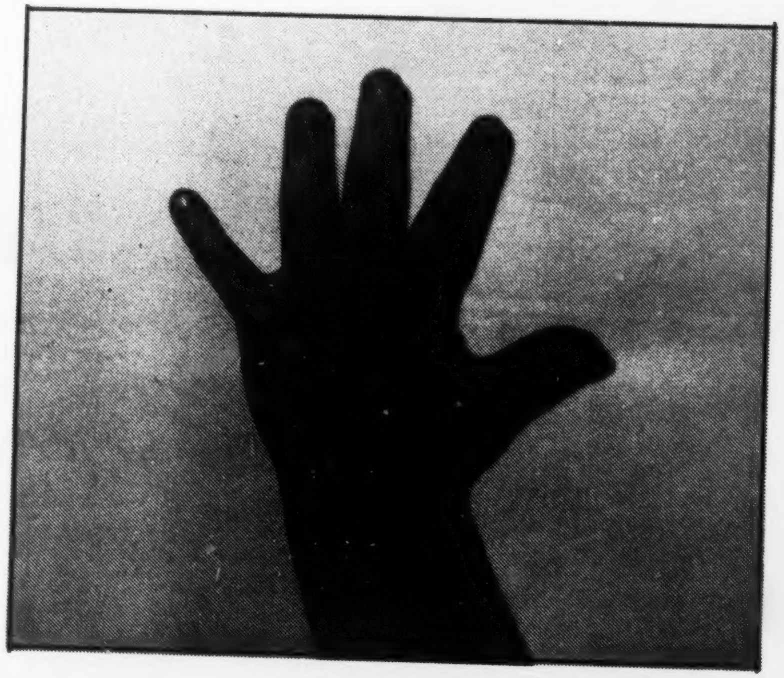
Cut
Paste
Fence - Fences
Gate - Gates
Street - Streets
Road - Roads
Highway - Highways
Expressway
Garage

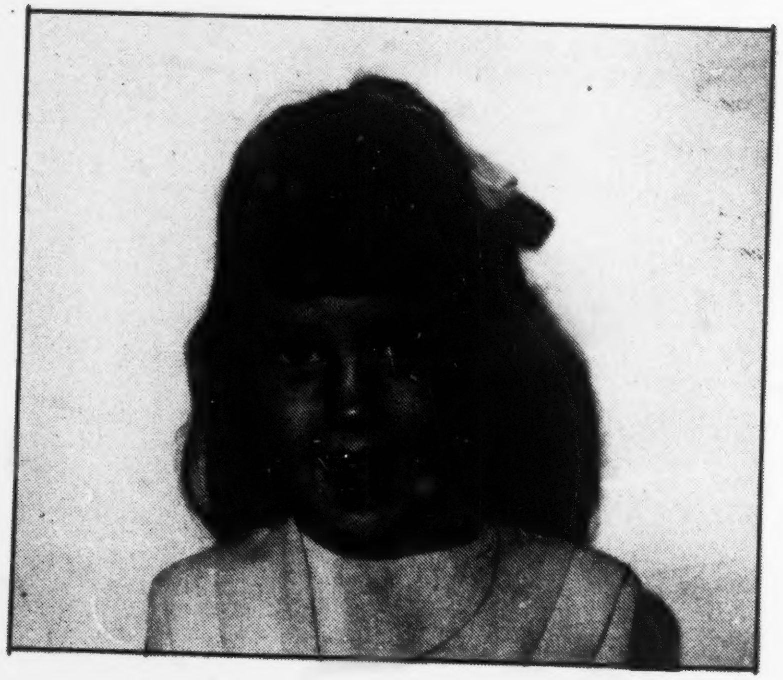
In front of
Behind
Near
Good-bye
Thank you
You're welcome
Close to
Far from

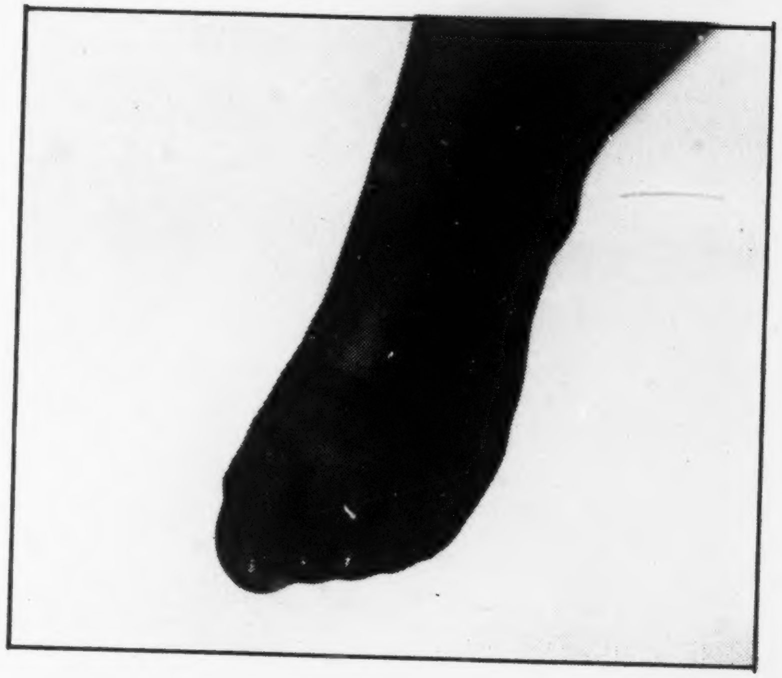
APPENDIX A

Pupil's Book





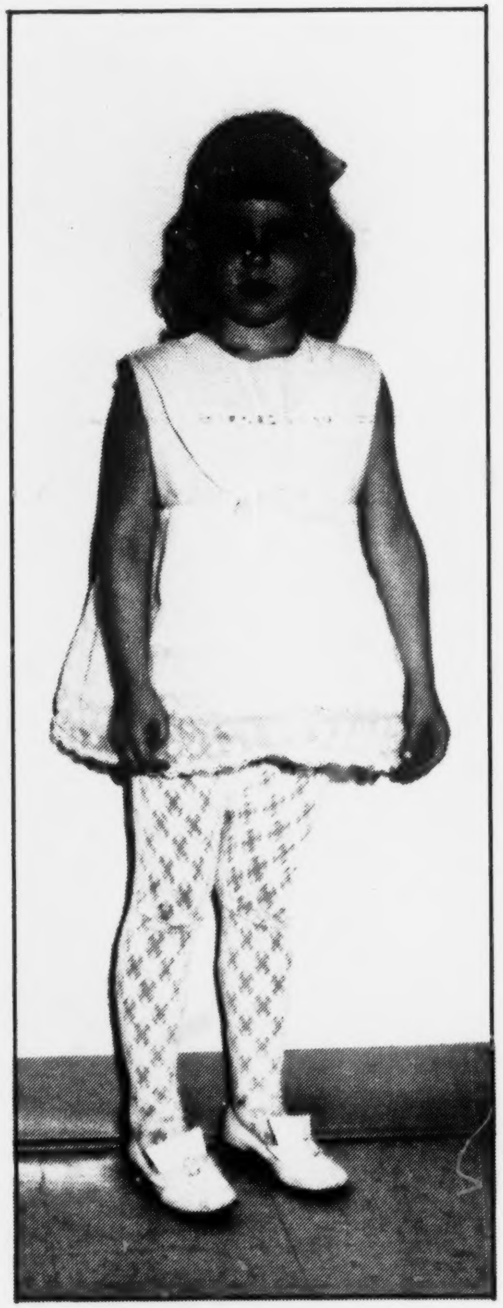


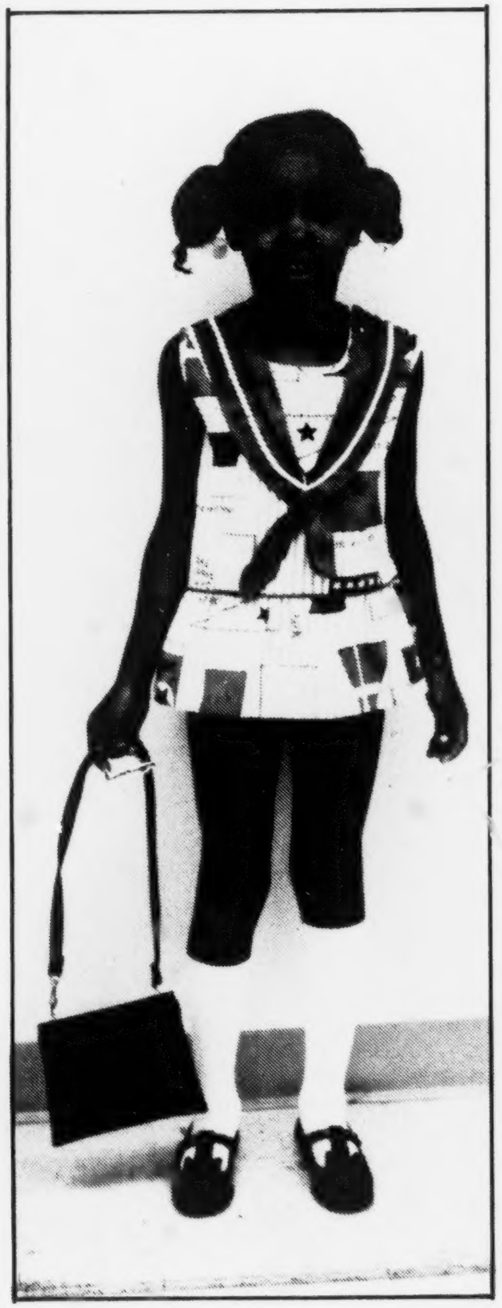


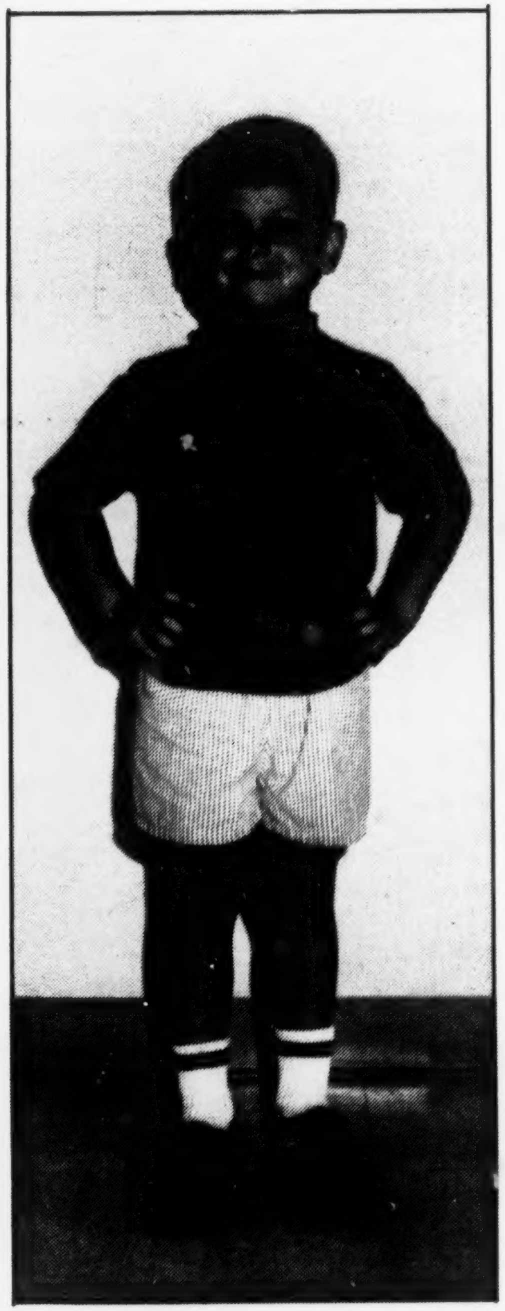
Make a mark with your crayon under the picture that (1) looks like your head, (2) looks like your hand, and (3) looks like your foot.

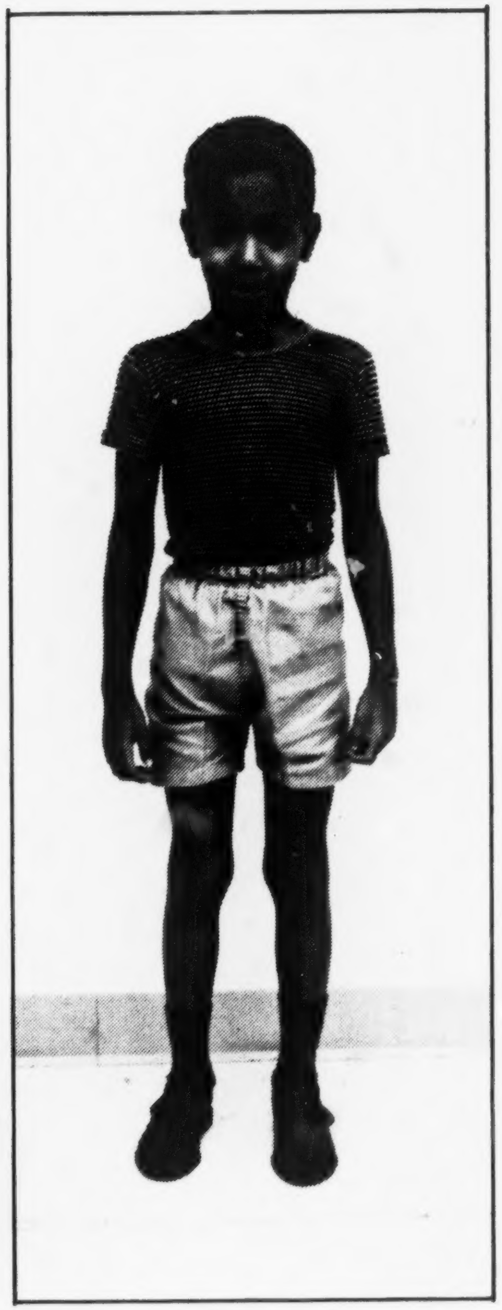
Lesson 2, Activity 1

Make a mark with your crayon under the picture that (1) looks like your head, (2) looks like your hand, and (3) looks like your foot.



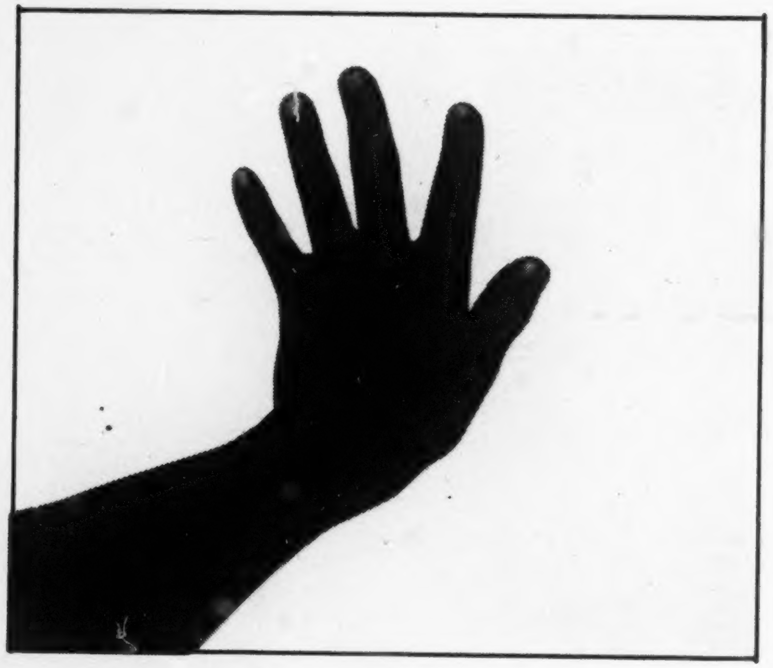


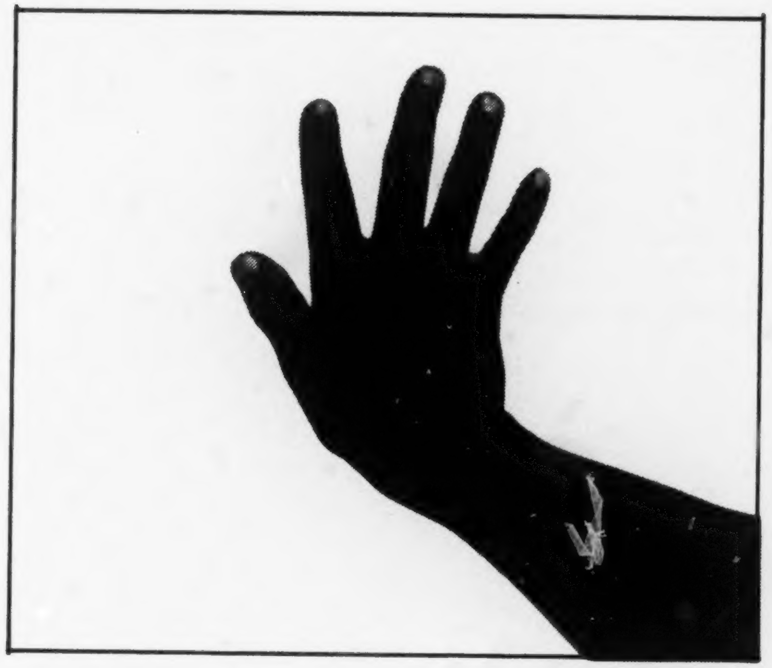




Make a mark with your crayon under the picture which looks most like you.

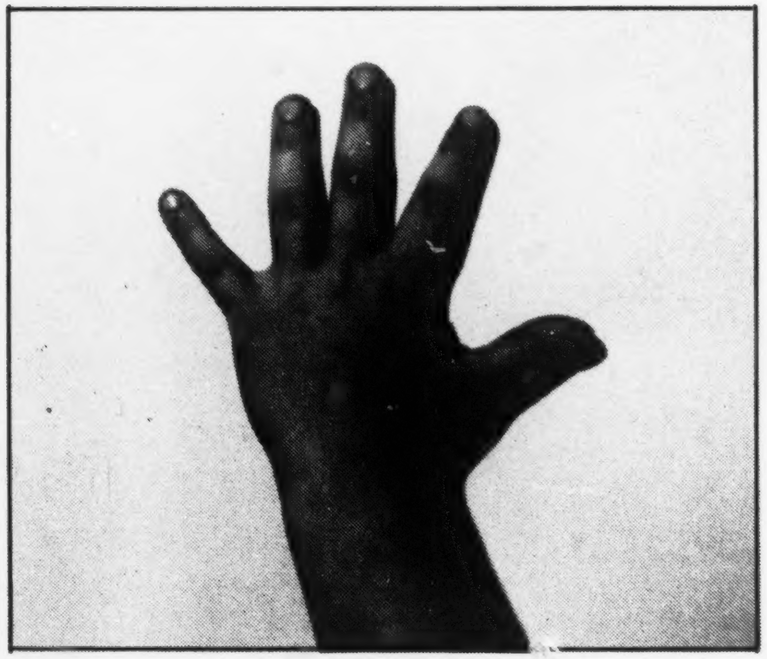
Lesson 3, Activity 1

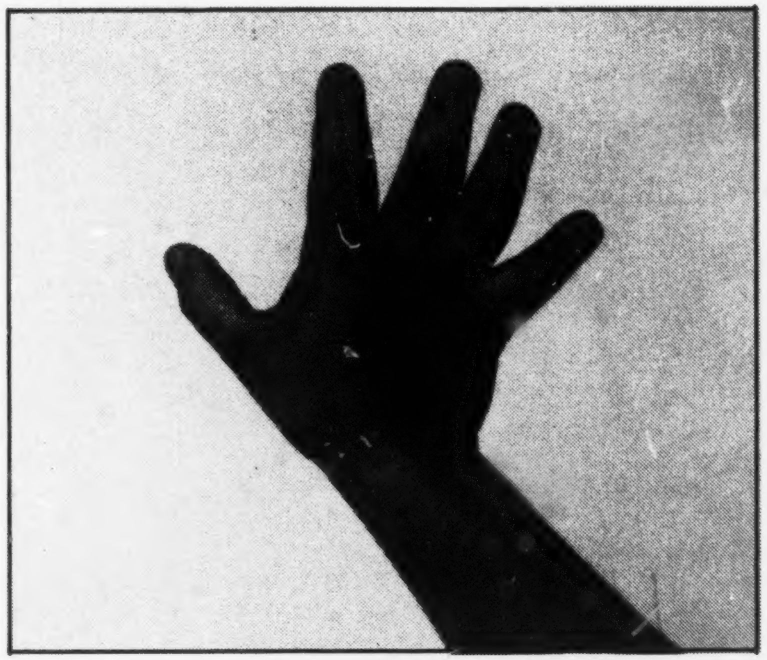




Put your right hand on top of the picture of a right hand. Put your left hand on top of the picture of a left hand.

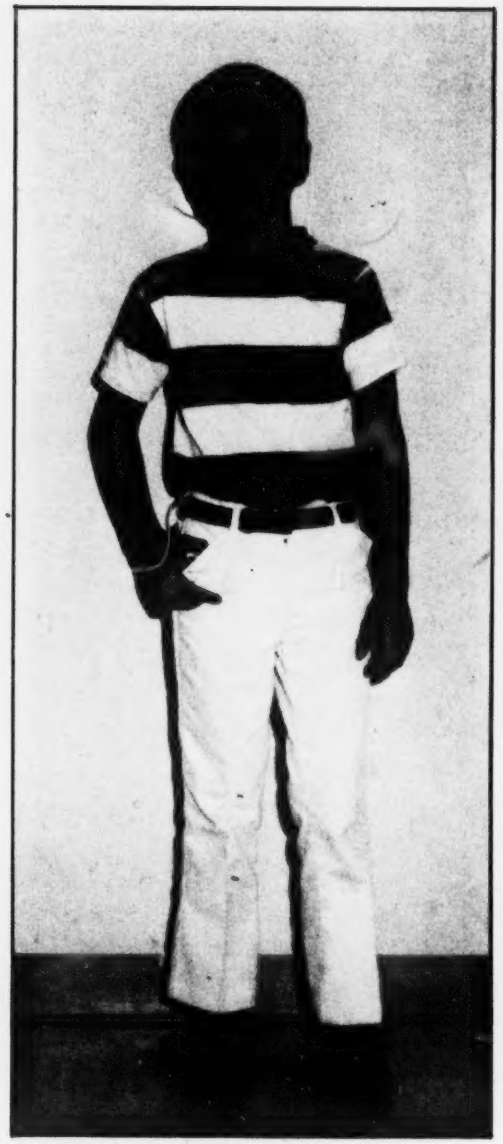
Lesson 4, Activity 1

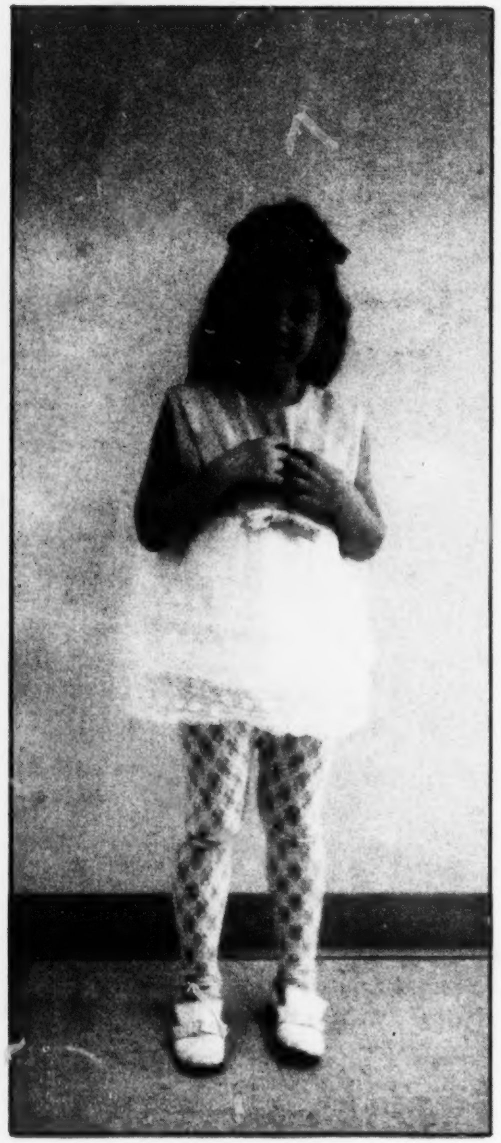


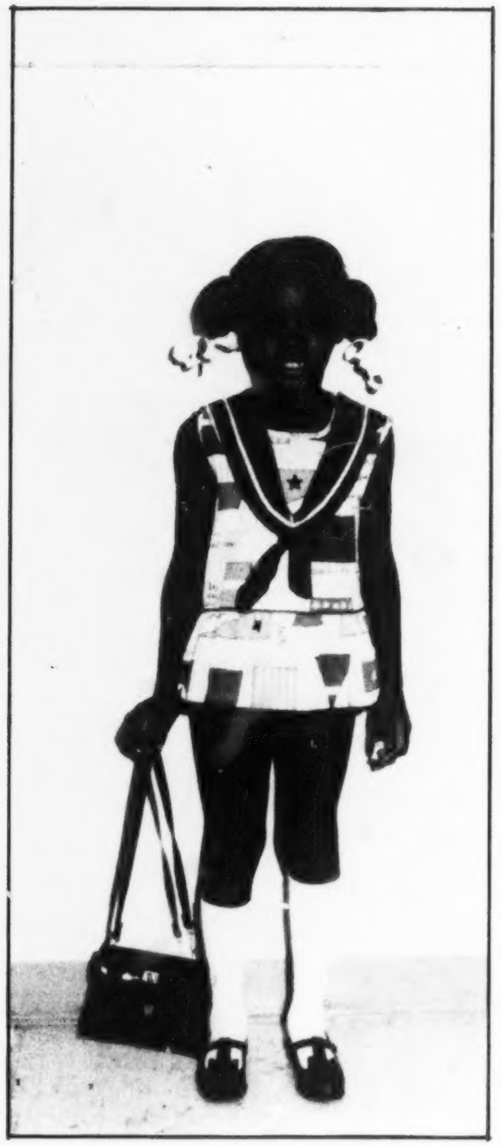


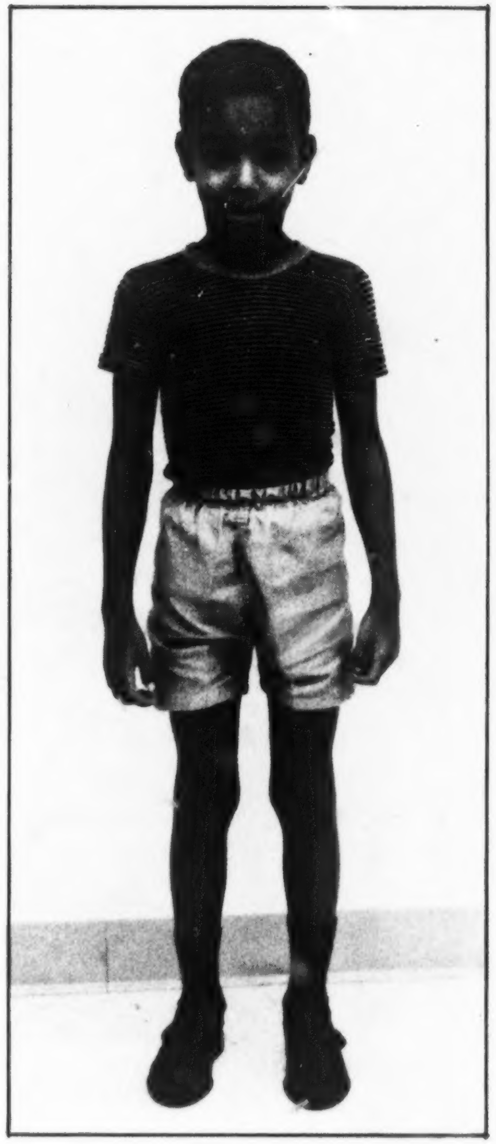
Put your right hand on top of the picture of a right hand. Put your left hand on top of the picture of a left hand.

Lesson 4, Activity 1



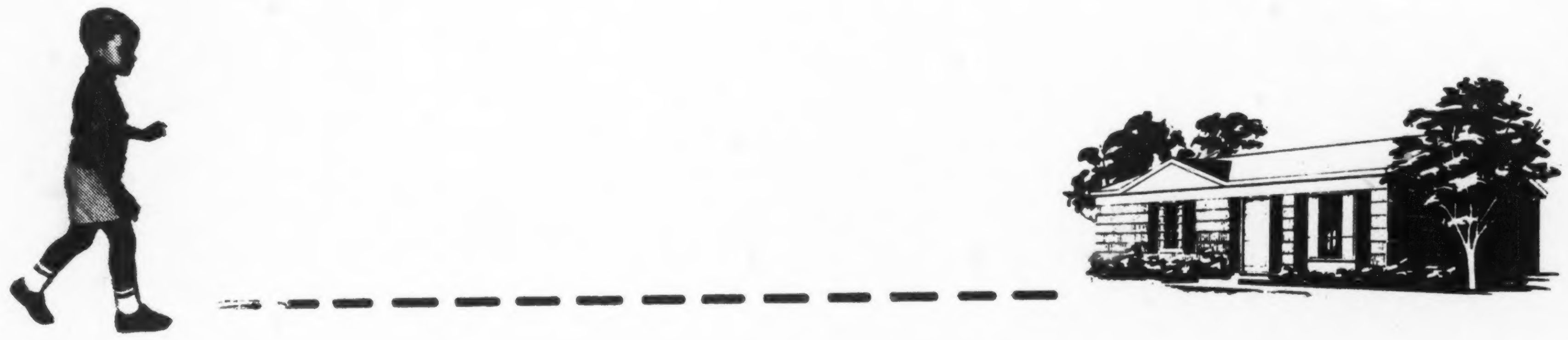






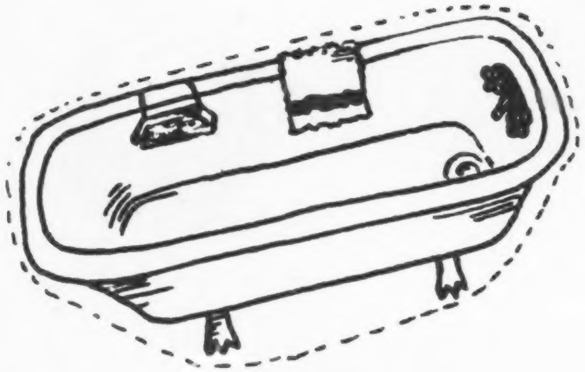
Make lines under the pictures of the two children whose height is most like that of the two children standing at the front of the room.

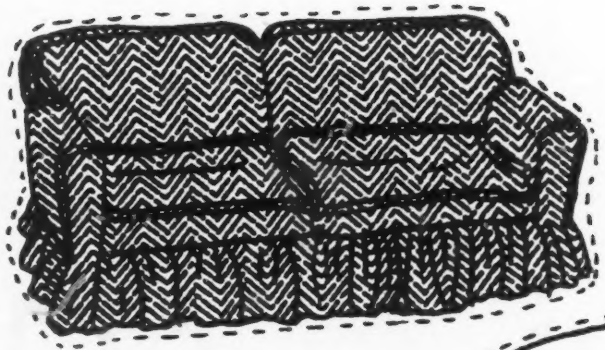
Lesson 11, Activity 3

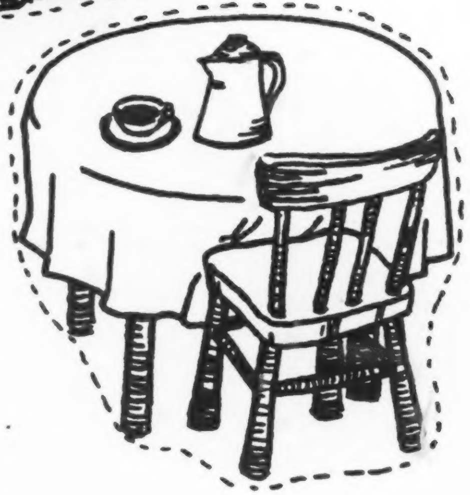


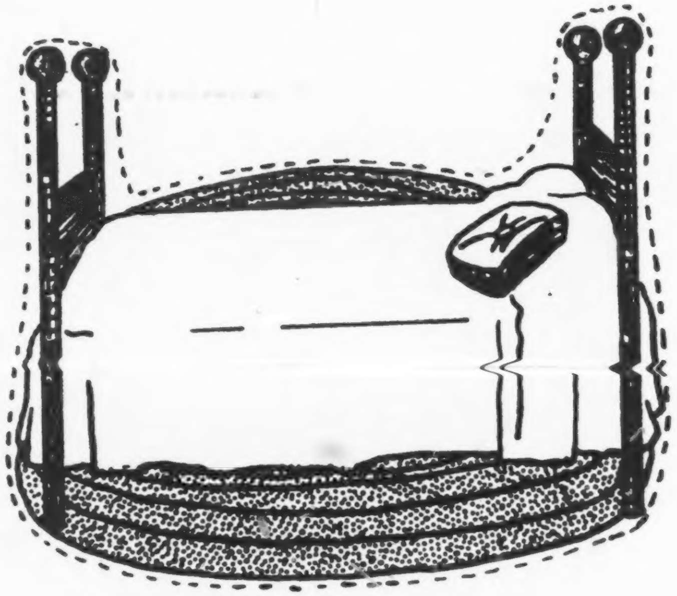
Use your crayon to take the boy, the car and the bus to the house.

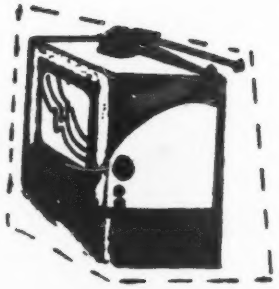
Lesson 12, Activity 1





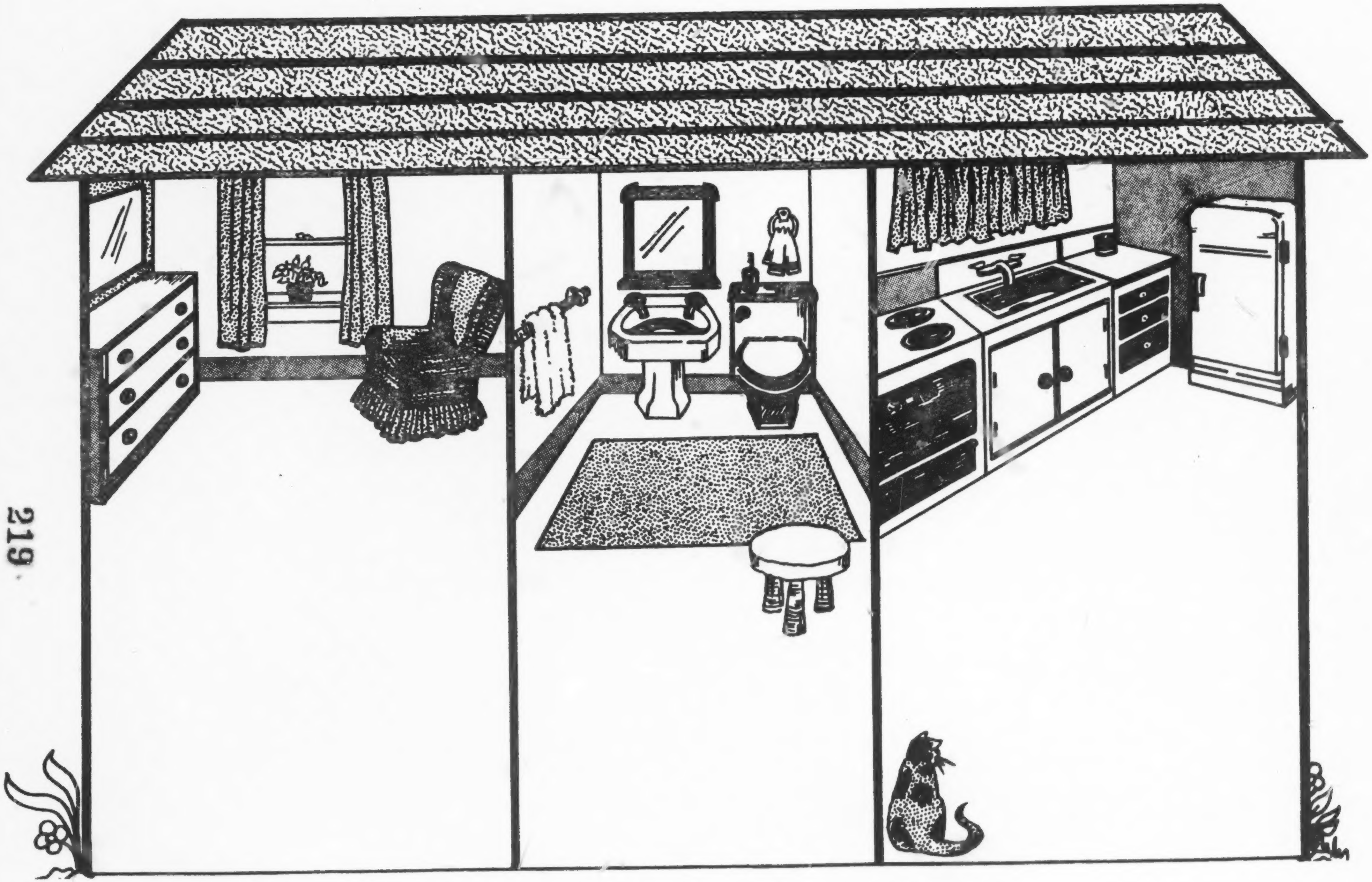






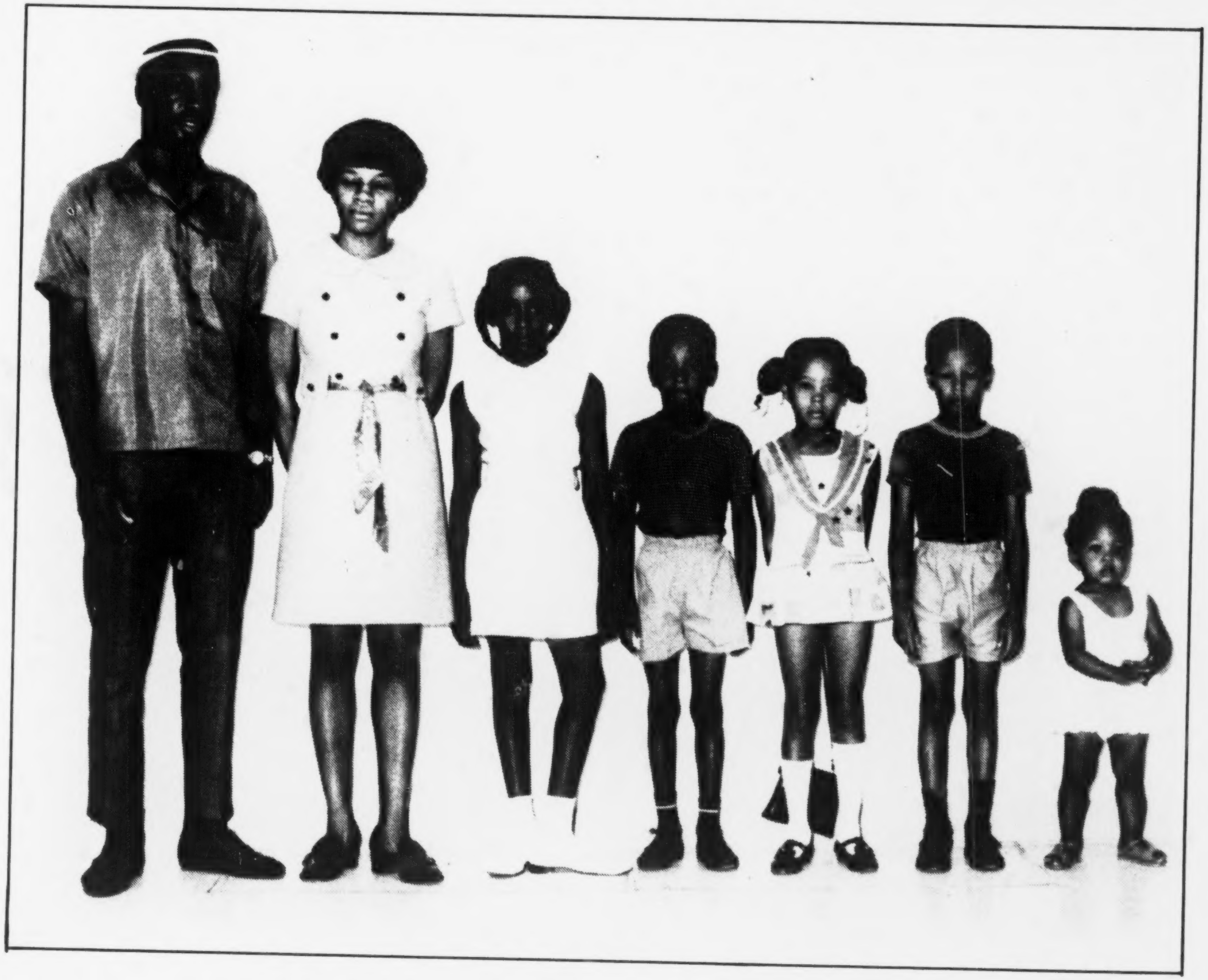
Cut out each picture of furniture by cutting on the dotted line.

Lesson 13, Activity 2



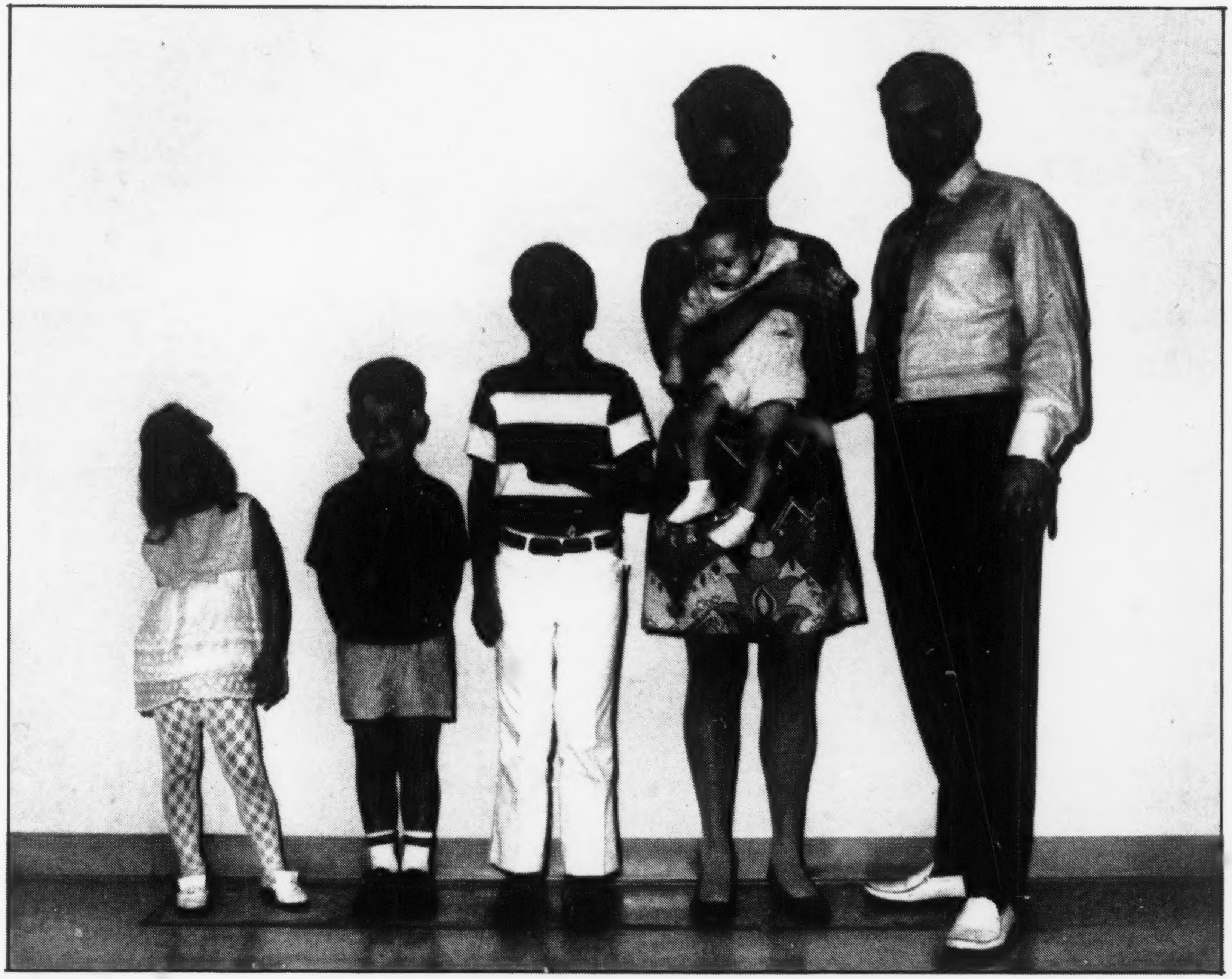
Paste the pictures of furniture in the rooms where they would be used.

Lesson 13, Activity 2



Make a line under the picture of the person in the family who looks most like you.

Lesson 14, Activity 3



Make a line under the picture of the person in the family who looks most like you.

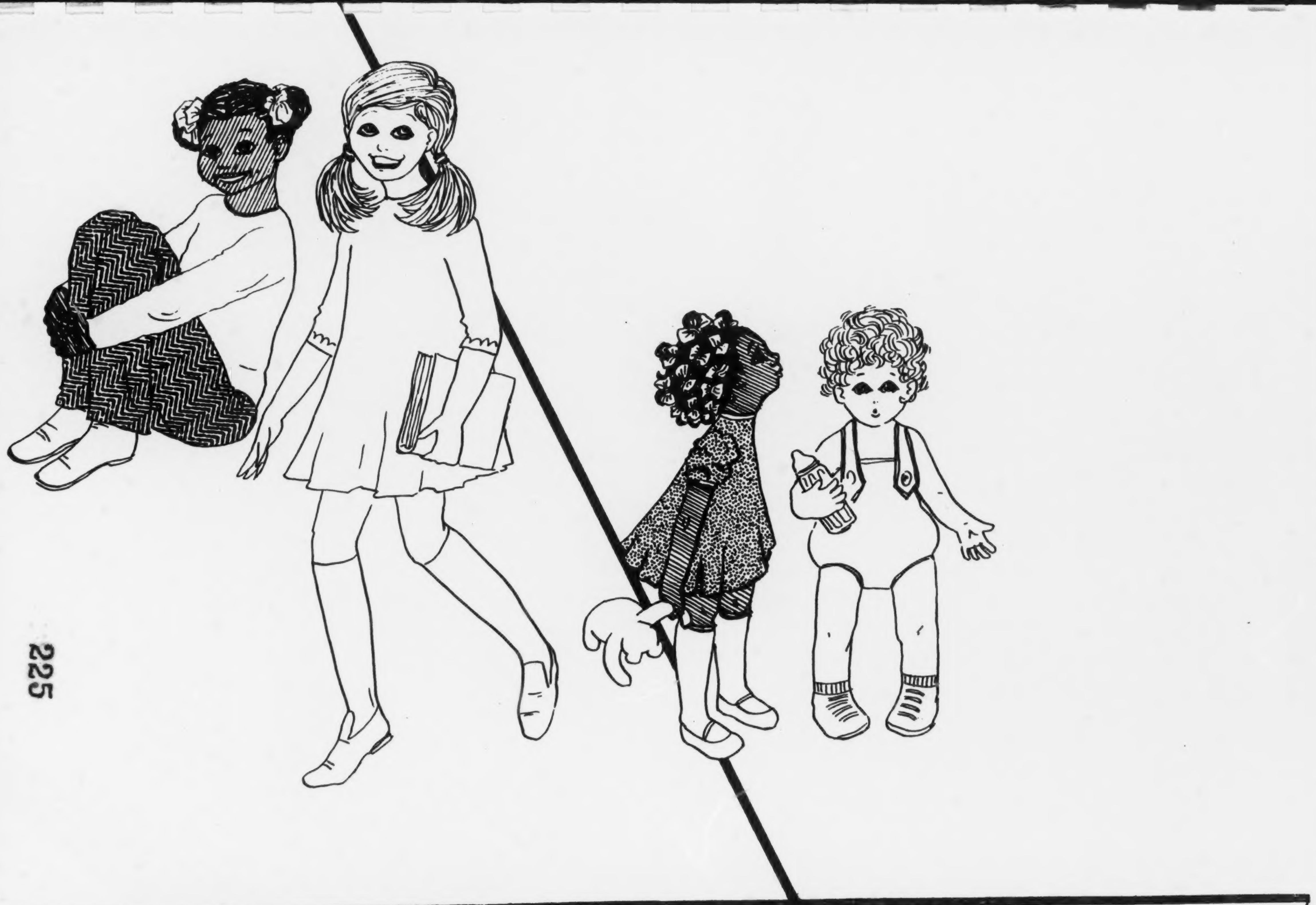
Paste on the right side of the page the picture of one item of clothing that a father would use.

Lesson 16, Activity 1

Paste on the right side of the page the picture of one item of clothing that a mother would use.

Paste on the right side of the page the picture of one item of clothing that a brother would use.

Lesson 16, Activity 1



Paste on the left side of the page the picture of one item of clothing that a sister would use.

Paste on the right side of the page the picture of one item of clothing that a baby would use.

Lesson 16. Activity 1

APPENDIX B

List of Materials

LIST OF MATERIALS*

Lesson 1

Large mirror
Small mirrors (one for each child)
9" X 12" Newsprint (one sheet for each child)
Crayons
Who's That in the Mirror? by Polly Berends, New York: _Random House Early Bird_ Book, 1968.

Lesson 2

Flannel board
Instructo flannel-board set, "My Face and Body"
Brown wrapping paper (four feet for each child)

Lesson 3

9" X 12" Newsprint (one sheet for each child)
Four large photographs of boys and girls (two boys, two girls)
Flannel-board set of numerals
Set of cardboard or sandpaper numeral ones (one numeral for each child)
Will I Have a Friend? by M. Cohen, New York: Macmillan _Company, 1967._

Lesson 4

My Hands by Aliki, New York: Thomas Y. Crowell Company, _1962._
Ball of red yarn
Ball of green yarn
Set of cardboard or sandpaper numeral twos (one numeral for each child)
Finger paint
16" X 22" Finger-paint paper (two sheets for each child)
Texture boxes (one for every five or six children)
  Each box contains:
    Two smooth cloth squares
    Two rough cloth squares
    Two smooth plastic squares
    Two cotton balls
    Two cotton pads
    Two sandpaper squares

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*The number of items listed will supply one class unless otherwise stated. This list specifies only the first usage of the items. Repeated usage is noted in the Materials List at the beginning of each lesson plan.

Lesson 4 (cont'd)

Texture boxes (cont'd)
- One ball
- Two buttons
- Two sponge squares
- Two cups for hot water
- Two cups for ice water

Two thermos bottles
What Is Your Favorite Thing to Touch? by Myra Tomback Gibson, New York: Grosset and Dunlap, 1965.

Lesson 5

Soft as a Bunny by Lawrence F. Lowery, New York: Holt, Rinehart and Winston, Inc., 1969. ("I Wonder Why" Readers Series)
12" X 18" Newsprint (one sheet for each child)
Sand
Cotton balls (one for each child)
White paste

Lesson 6

What Is Your Favorite Thing to See? by Myra Tomback Gibson, New York: Grosset and Dunlap, 1968.
12" X 18" Newsprint (one sheet for each child)
Set of small color cards (one for each child)
Set of large color cards (one for teacher)
What Is a Color? by Alice and Martin Provensen, New York: Golden Press, 1967.

Lesson 7

The Listening Walk by Paul Showers, New York: Thomas Y. Crowell Company, 1961.
"Peter and the Wolf" (record)
Recording tape
Tape recorder
Assortment of children's records
Record player
12" X 18" Newsprint (one sheet for each child)
Sets of sound boxes (one for every five or six children)
- Each set contains:
  - Two boxes, each with one paper clip
  - Two boxes, each with one rock
  - Two boxes, each with a small piece of folded paper
  - Two boxes, each half full of water
  - Two boxes, each half full of sand
  - Two boxes, each empty

Lesson 8

- "Love Is a Hug" (record)
- What Is Your Favorite Thing to Hear? by Myra Tomback Gibson, New York: Grosset and Dunlap, 1966.
- Sounds Are High, Sounds Are Low by L. F. Lowery, New York: Holt, Rinehart and Winston, Inc., 1969. ("I Wonder Why" Readers Series)
- Set of resonator pipes or a xylophone
- Taste packages (one for each child)
  - Each set contains:
    - Sugar
    - Salt
    - Lemon-lime Kool-Aid powder
    - Cocoa

Lesson 9

- "Food and Nutrition" picture set
- Magazine pictures of food
- Peppermint candy (one piece for each child)
- Follow Your Nose by Paul Showers, New York: Thomas Y. Crowell Company, 1963.
- Smell sets (one for every five or six children)
  - Each set contains:
    - Two boxes, each with dried onions
    - Two boxes, each with perfume
    - Two boxes, each with cloves
    - Two boxes, each with pepper
    - Two boxes, each with vanilla
    - Two boxes, each with ground coffee
- What's Your Favorite Smell, My Dear? by Myra Tomback Gibson, New York: Grosset and Dunlap, 1964.
- 12" X 18" Newsprint (one sheet for each child)
- "My Five Senses" (filmstrip) by Aliki, New York: Thomas Y. Crowell Company.
- Filmstrip projector

Lesson 10

- 12" X 18" Newsprint (one sheet for each child)
- The Foot Book by Dr. Seuss, New York: Random House, 1968.

Lesson 11

- Ten feet of brown wrapping paper (two pieces, each five feet long)
- Paper sacks (one for each child)

Lesson 12

- Three-dimensional model house
- Flannel-board house and furniture set

Lesson 12 (cont'd)

Set of cardboard or sandpaper numeral threes (one numeral for each child)
A Book of Sizes and Shapes by Ken Sobol, New York: McGraw-Hill, Inc., 1966.
9" X 12" Newsprint (one sheet for each child)
Cardboard triangle templates (one for each child)
My Own Little House by Merriman B. Kaune, Chicago: Follett Publishing Company, 1957.
12" X 18" Newsprint (one sheet for each child)

Lesson 13

Scissors (one pair for each child)
12" X 18" Newsprint (one sheet for each child)
Staples
Stapler
Come over to My House by Theo LeSieg, New York: Random House Beginner Book, 1966.

Lesson 14

Peter's Chair by Ezra Jack Keats, New York: Harper and Row, 1967.
Large photographs of families
Paper moustaches (one for every four children)
Paper hats (one for every four children)
Aprons (one for every four children)
Cookies (two for each child)
Doll
The Very Little Boy by Phyllis Krasilovsky, Garden City, New York: Doubleday and Company, 1962.

Lesson 15

The Three Billy Goats Gruff by P. C. Asbjornsen and J. E. Moe, New York: Harcourt, Brace and World, Inc., 1957.
The Youngest One by Taro Yashima, New York: The Viking Press, 1962.
12" X 18" Newsprint (one sheet for each child)
Instructo flannel-board set, "The Negro Family"
Instructo flannel-board set, "Members of the Family"
Flannel-board set of clothing items
Woman's dress
Woman's shoes
Man's shirt
Man's shoes

Lesson 16

Magazines (one for each child)
Flannel-board picture of a farmer
"At the Farm" picture set
"In the City" picture set
Cookies (two for each child)